

The Business Education World

MAY



1946

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Vol. XXVI

No. 9

20 CENTS A COPY

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This is the approved point for
GREGG SHORTHAND



Shorthand

No. 1555



*Did not know
 you were going
 to the city
 for the week
 of 1555. I
 hope you
 will have a
 very successful
 trip.*



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GREGG-APPROVED FOUNTAIN PEN

Where Do We Stand In Transcription?

**W. W.
RENSHAW**

**More teachers know
their accomplish-
ments**

IN TRANSCRIPTION, as in every other subject, we hope to improve. In order to be able to plan intelligently for improvement, we must, among other things, know definitely where we now stand.

With this in mind, a questionnaire was addressed last summer to the teachers of transcription in 1,500 high schools in four states. Five hundred nineteen replies, or 35%, were received. In 1934, a similar questionnaire was addressed to 1,800 schools with 216 replies, or 12%. An increase from 12% to 35% is most gratifying and may safely be interpreted as evidence that more teachers have definite records of their accomplishments and are willing to make them available for study.

An analysis of the replies to the current questionnaire follows:

I Do you have one full shorthand period *and* one full period at the typewriter for transcription every day for at least one semester?

**Over half the
schools give full
periods to transcrip-
tion and shorthand**

	Number	Total	Per Cent	Total
Yes	287		55	
No	227		44	
No answer	5	519	1	100

In all probability, the above answers, and at least some of those that follow, were favorably influenced by the fact that one of the four states was New York, where the state syllabus recommends a semester of transcription with credit.

Here, too, there is encouragement. In 1934, only 13% of the teachers who answered the questionnaire replied that transcription is taught in time scheduled for the subject. An increase from 13% to 55% is indeed progress.

II

When do you begin training in transcription on the typewriter from shorthand notes?

Over half the schools begin transcription in second year of shorthand

Number			Per Cent
52	First semester	% % % % % % % % % %	10
104	Second semester	% % % % % % % % % %	20
		% % % % % % % % % %	
9	First year	% %	2
170	Third semester	% % % % % % % % % %	33
		% % % % % % % % % %	
		% % % % % % % % % %	
16	Fourth semester	% % %	3
106	Second year	% % % % % % % % % %	20
		% % % % % % % % % %	
23	No answer	% % % %	4
39	Other answers	% % % % % % % %	8
519	Totals		100

Other answers include:

Occasionally	Shorthand plate	End of second week
September (2)	work	(2)
Yes	Second quarter	Sixth week of work
End of eighth month	Immediately (3)	Beginning of semester
Spring of first year	Tenth week (3)	
Three weeks	After five weeks	Third week
Coverage of keyboard	Twelve weeks	Fourth week
	Senior year	Eighth week
	November	Fourteenth week
	One month (2)	

It will be observed that 52 of the 519 teachers, or 10%, begin transcription on the typewriter from shorthand notes in the first semester; 104, or 20%, during the second semester, and so on. Thirty-two per cent of the teachers begin transcription on the typewriter sometime during the first year; 56% begin sometime during the second year—most of them, it will be observed, begin in the third semester.

It is encouraging to observe that the majority of the teachers defer the beginning of transcription until the second year. If transcription on the typewriter is started too early in the course, there cannot be that smooth continuous flow of the carriage that characterizes good transcribing, for there are too many interruptions caused by typing difficulties, English uncertainties, and hesitations due to poorly written shorthand outlines.

The development of transcribing skill proceeds to the best advantage when there is a minimum of interruptions to the smooth contin-

uous flow of the carriage. In other words, transcription should be deferred as long as possible, but still have a sufficient amount of time devoted to it.

III

In terms of 45-minute periods, what is the *total* number of periods devoted to transcription on the typewriter?

About half the schools now give enough time to transcription

<i>No. of Periods</i>	<i>Number and Per Cent of Answers</i>		<i>No. of Periods</i>	<i>Number and Per Cent of Answers</i>	
23-38	29	6	120	16	3
40	21	4	125	5	1
44	2	.4	140	8	2
50	16	3	150	5	1
60	15	3	160	13	3
70	23	4	170	5	1
80	28	5	180	27	5
90	23	4	190-215	54	10
100	29	6	300, 316	2	.4
Totals	186	35.4	Totals	135	26.4

No answer: 47, or 9%. Other answers: 130, or 25.0%, are given below.

5 periods a week (48)	30 minutes
4 periods a week (10)	20 minutes
3 periods a week (11)	Some each night
2 periods a week (49)	Out of class
70 minutes a week	Depends on length of class
1½ periods a week	Depends on length of time to graduate.
2 each week for year	
½ each period (2)	
⅓ each period	

A substantial number of teachers still are able to devote less than a semester to transcription. If we consider that a minimum of 60 assigned or usable periods constitutes a semester and bracket all the schools giving from 60 to 100 periods, we find that there are 118 such schools, or 23%. It will also be observed that, if we bracket all the schools giving from 60 to 316 periods, 257, or 50%, have an adequate amount of time for the teaching of transcription—a semester or more.

Note that 48 teachers state that they devote 5 periods a week to transcription without specifying whether it is for a semester or for a year. In either event, however, we would be justified in adding this 48 to the 257 just mentioned, giving a total of 305, or 59%, devoting 60 or more 45-minute periods to transcription on the typewriter. Nine per cent of the teachers did not answer this question.

IV

Does the instruction include:

	<i>Yes</i>	<i>Per Cent</i>
(a) The making of carbons?	450	87
(b) The addressing of envelopes?	437	84
(c) Dictation at irregular speeds?	472	91
(d) Planned corrections and revisions of dictated material?	416	80
No answer: 3, or 6%.		

Most schools give practical business factors consideration in transcription

It is gratifying to note that so many teachers are giving attention to these practices that add so much to the effectiveness of our students when they go into business offices.

V

Two-thirds of teachers dictate for transcription at 100 or more words a minute

At what rate of speed is the material for transcribing dictated?

Rates:	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	Total
					1		2	3	4	1								11
R					2	3	3		2									10
a					19	8	28	1	15	2	2	1	1					77
n						3	1		1									5
g							64	4	26		3	1						98
e								2	3									5
s									29	1	2		1					33
											1						2	3
Rates without ranges:	11	1	15	6	77	84	79	7	21									241
Totals:	11	1	15	6	99	38	177	17	101	4	8	2	2				2	468
																	Other answers	27
																	No answers	9
Per Cents:																		519
																		100%

Others: 25; 20-50; no record kept; varies; speed increases during year.

In the above table range scores are indicated for teachers who indicated such a range. For instance, 1 teacher dictates at 40 to 80 words a minute, 2 dictate at 40 to 100 words a minute, and so on. Other teachers indicated by one figure the rate of speed at which they dictate material for transcription, without indicating a range.

It is good teaching and good common sense to dictate test material of a particularly technical or difficult nature at a lower rate of speed. Even in the light of this fact, however, it is not clear why 1 teacher dictates at the rate of 25 words a minute and 11 other teachers at only 40 words a minute. Seven per cent of the teachers, or 34 of them, dictate at 70 words a minute or less. The comparatively large number of teachers who dictate at 80 words a minute is probably influenced by the fact that the state-wide Regents examinations in New York State are dictated at that speed.

If we add the table columns vertically, combining the 79 teachers who dictate at 100 words a minute with the 2 teachers who dictate at 40 to 100, the 3 teachers who dictate at 50 to 100, the 28 who dictate at 60 to 100, the 1 who dictates at 70 to 100, and the 64 who dictate at 80 to 100, we find:

177, or 34%, dictate at 100 words a minute.

Correspondingly,

17, or 3%, dictate at 110 words a minute,
101, or 19%, dictate at 120 words a minute, and
313, or 63%, dictate at 100 words a minute or more.

VI

How many total words are dictated for transcription in any one period?

Most teachers dictate between 400 and 800 words for a transcription period

Number	Answer	Number	Answer	Number	Answer
100-200	2	200-250	12	360	3
100-250	5	200-350	2	375	1
100-400	1	200-400	2	400	96
100-700	1	240-320	2	500	116
100-1000	1	240-360	1	600	41
125	1	250-300	12	700	24
125-500	1	250-400	2	800	13
150-200	8	250-500	2	900	5
150-240	1	250-1000	2	1000	16
175	1	300	13	1500	3
180	1	300-1000	1	1500-2000	4
200	4	350	4	2500-3000	1

Other answers: depends on length of tests; average of 5 long-medium letters; 1 transcription test; 5 medium letters; 4 short letters; varies (27); and 55-minute period.

No answers were received from 91, or 18%.

It is not entirely clear why some teachers dictate for transcription more material than can be transcribed in a typical period. If, for instance, 2,000 words are dictated and then transcribed at the rate of, say, 25 words a minute, the transcribing would require a minimum of 80 minutes—substantially more than the typical 45-minute period. Unless a double period is available for transcribing, which would be a most unusual situation, students might easily have an opportunity at the expiration of the first period to compare notes.

Quite possibly, the explanation is that some teachers dictate more than can be transcribed in one period, and then, at the end of the dictation, indicate which parts of the total take are to be transcribed. A teacher might, for instance, dictate 10 letters, and at the end of the dictation specify at random which of them are to be transcribed. This has the advantage of developing sustained shorthand writing ability; nevertheless, the student feels that he must write all of it to the best of his ability because he does not know until after the dictation has been completed which of the letters he will be required to transcribe.

VII

Two-thirds of the teachers use business letters in final test

What kind of material is used in the final test?

- (a) Business letters 333, or 64%
- (b) Literary matter 0
- (c) Both 179, or 35%
- No answer 6, or 1%

Other answers: final test not given; Gregg tests; News Letter material.

Approximately two-thirds of the teachers use business letters only. The other third uses business letters *and* literary matter.

VIII

Reported average appears to be between 25 and 30 words a minute

What is the student's average rate of transcription at the end of the course?

Speed	Number	Per Cent	Speed	Number	Per Cent
10	5	1	45	9	2
12	4	1	50	8	2
15	33	6			
20	80	15	80	23	13
25	101	19	85	4	
30	84	16	90	16	
35	44	8	100	22	
40	28	5	120	2	

No answer: 95, or 18%. Other answers: varies (10); no timed tests; Regents mark; 2/3 typing speed state requirements.

Sixty-seven, or 13%, of the teachers gave answers varying from 80 to 120. In other words, 1 teacher in every 6 or 7, in answer to the question gave figures which, in all probability, represent the rate of speed at which the material was dictated for later transcription. It is significant, also, to observe that 95, or 18%, of the teachers did not answer this question, presumably for lack of definite information.

Fifty-four per cent of the teachers gave answers within the range of plausible transcription speeds. This is precisely the same percentage that applies to the parallel question in the 1934 questionnaire.

IX

Accuracy requirements have soared

What is the required standard of accuracy?

Number	Standard	Per Cent
5	No set standard (65%)	1
3	Under 65%	.6
2	65%	.4
13	70%	3
9	75%	2
17	80%	3
10	85%	
42	90%	8
121	95%	23
159	"Mailable"	31
33	"Regents"	7
29	100%	6
57	No answer	11
19	Others	3
519	Total	100

Other answers: depends on ability; final test, 10 errors; passing grade less than 30 errors; 40 words a minute; less than 2 errors; 4 out of 5 mailable letters; mailability without rewriting.

We find that 344, or 66%, require accuracy of 95% or better, by adding the 121 who require 95%, the 29 who require 100%, the 159 who require "mailable" transcripts, the 33 who meet Regents standards, the 1 who requires 4 out of 5 mailable letters, and the 1 who requires mailability without rewriting.

If we add the 159 (mailability) and 29 (100%) and 33 (Regents)

we find that 221 teachers, or 43%, require mailability. This compares most favorably with the 1934 questionnaire. In it, there was no reference to mailability as such; but only 18, or 8%, indicated an accuracy requirement of 100%. This same raising of requirements is verified in the next question.

X

Mailability widely
claimed as accuracy
standard

Is there a requirement that a certain number of letters or a certain percentage of the letters be transcribed mailably?

"Yes"429, or 82%
"No" 62, or 12%
"No answer" 27, or 5%
"Can't" 1, or 1%
Total519, or 100%

Do students have to meet minimum standards in both speed and accuracy?

SPEED			ACCURACY		
Words a Minute	Number	Per Cent	Standard	Number	Per Cent
6	4	1	65%	16	3
10	6	1	70%	5	1
12	2	.04	75%	5	1
15	19	4	80%	5	1
20	30	6	85%	6	1
25	31	6	90%	38	7
30	26	5	95%	57	11
35	13	3	96%	1	.02
40	15	3	97%	4	1
45	6	1	98%	13	3
50	5	1	99%	1	.02
60	10	2	100%	18	3
65	2	.04	Mailability	58	11
70	1	.02	1 error	3	.05
80	82	16	2 errors	16	3
85	1	.02	3 errors	7	1
90	5	1	5 errors	9	2
95	1	.02	20 errors	1	.02
100	34	7	25 errors	2	.04
110	2	.04	Small errors only	1	.02
120	3	1	3%	1	.02
Regents	6	1	4%	1	.02
8 errors	1	.02	8	1	.02
Undecided	1	.02	30	1	.02
No standard	53	10	40	1	.02
No answer	160	31	No minimum	1	.02
			Regents	15	3
			No answer	187	36

XI

There is a wide
variation in actual
standards

Under the above heading of SPEED, we find that there are a number of replies that undoubtedly represent not minimum standards in transcription speed, but rather the rates at which the material was dictated for transcription. If we arbitrarily say that this starts with 45 words a minute and extends through 120 words a minute, we find that 29% of the answers were given under a misapprehension. If we bracket these with the 53 replies which stated "no standards" and the 160 which did not answer the question, it would seem that 359,

or 69% of the teachers do not have minimum standards in speed.

Under the heading of ACCURACY, we find some figures that are interesting in the light of the answers to Question 10. Surely it cannot be successfully maintained that any material transcribed with an accuracy of less than 95 per cent is mailable. If, then, we bracket the following items under the heading of ACCURACY, in Question 11,

<i>Standard</i>	<i>Number</i>	<i>Standard</i>	<i>Number</i>
95%	57	1 error	3
96%	1	2 errors	16
97%	4	3 errors	7
98%	13	5 errors	9
99%	1	Small errors only	1
100%	18	3%	1
Mailability	58	4%	1
			190

it will be observed that 190, or 37%, of those who answered the questionnaire have a minimum standard of accuracy of 95% or better. It is a serious problem to know how to reconcile the fact that, under Question 10, 82% of the teachers state that they require a certain percentage of the letters to be transcribed mailably, with the fact that, under Question 11, only 37% of the teachers specify a minimum standard of accuracy of 95% or better.

XII

What is your own personal accomplishment in transcribing?

Teachers hesitate to speak of their own skill in transcription

SPEED			ACCURACY		
<i>Words a Minute</i>	<i>Number</i>	<i>Per Cent</i>	<i>Standard</i>	<i>Number</i>	<i>Per Cent</i>
6	1	.02	60%	1	.02
20	4	1	75%	1	.02
25	13	3	80%	2	.04
30	18	3	90%	14	3
35	16	3	95%	32	6
40	30	6	96%	3	1
45	16	3	97%	2	.04
50	26	5	98%	23	4
60	12	2	99%	11	2
65	1	.02	100%	33	6
70	2	.04	Mailability	31	6
75	3	1	1 error	3	1
80	6	1	2 errors	5	1
90	2	.04	5 errors	3	1
95	1	.02	10 errors	2	.04
100	16	3	2%	1	.02
110	6	1	4%	1	.02
120	18	3	Yes	1	.02
125	1	.02	Good	3	1
130	4	1	10	1	.02
140	9	2	20	1	.02
180	1	.02	No answer	344	66
No answer	310	60			

The significant facts with reference to this question are that:

- (1) A substantial number of teachers again evidently confused transcribing speed with dictation speed.
- (2) Sixty per cent gave no answers as to their personal transcribing speeds.
- (3) Sixty-six per cent gave no answers with reference to their personal accomplishments in transcribing accurately.

WHERE DO WE GO FROM HERE?

At first glance, there is much in the foregoing that leaves room for improvement. It is important, however, to keep in mind that it was not so very long ago, in terms of educational progress, that *all* the teaching of transcription was bootlegged into the stenographic training course at the expense of time scheduled for shorthand or typewriting. Discouraging as some of the foregoing figures are, they do represent progress; and we may well keep in mind that it is not so important where we stand, as it is in what direction we are moving.

The businessman, who employs our graduates, thinks of shorthand as a means to an end—and the end is the transcript. He wants to know how soon after finishing the dictation the mailable transcripts will be brought to him. Transcription skill does not just happen. Transcribing must be taught, and an adequate amount of time must be given to it. It is encouraging to observe that, to an increasing extent, state and city syllabi are prescribing a minimum amount of time to be devoted to the teaching of transcription with credit.

More and more teachers now have a definite teaching plan in accordance with which they systematically develop the subject, progressing from the simple to the complex, from the easy to the difficult. More of them have set themselves definite goals and are systematically and periodically measuring progress toward them.

As time goes on, more teachers will be skilled in transcribing. A transcription teacher should himself be skilled in transcribing for the same reason that a swimming instructor should be able to swim, a shopwork teacher able to demonstrate the use of his tools, a domestic-science teacher able to cook; in short, for the same reason that a teacher of any skill should himself be able to demonstrate that skill.

A shorthand teacher is a better teacher if he himself is a rapid writer; a typing teacher is a better teacher if he himself is a skilled typist; and for precisely the same reasons, a transcribing teacher is a better teacher of transcribing if he himself is skilled in transcribing. There is nothing academic about this, for he has a better understanding of the problem involved, the pitfalls to be avoided.

As time goes on, there will be more precise information available concerning our accomplishments. Transcription speed and transcription accuracy are easily measured products. The end goal of the stenographic training course is transcription skill, and it is a safe prediction that, as time goes on, an increasing number of teachers will be able to give precise figures and an accounting of what they have been able to accomplish.

Transcription teachers, too, may say with Tennyson—"So many worlds, so much to do, so little done, such things to be."

Co-ed Cutthroats!

WHEN 492 girls attending Bucknell University sat down to fill out a questionnaire regarding their high school guidance services, they wrote a scorching indictment of guidance practice, both as to quality and lack. Only a tenth of the girls had been given consistent study of vocations in high school. Less than a fourth had had any help in junior high school. Worse yet, those who had been guided were scornful of the value of what they had been told.

—Occupations, October, 1945



Business Education in Japan

ALBERT R. BRINKMAN
Captain, U.S.A. Infantry

BUSINESS EDUCATION in Japan is classified, on the secondary level, as "technical" school education. Elementary education, consisting of a six-year junior course begun at the age of six years and a two-year senior course, is compulsory for all boys and girls. Upon completion of the junior course at the age of twelve, admission to the secondary technical school is possible. For girls it is the girls' high school and for boys, the middle school. Co-education is not customary from the secondary school upward. In either type of secondary school, tuition is required. Boys may enter the five-year technical school after they have completed the six-year junior course. Girls may enter their respective technical schools at that same time, or they may enter at the end of the full eight-year elementary-school course. If the latter is done, the high school period is only three years in length.

Examination of the Japanese business-education curriculum indicates that the students' five-and-a-half-day week and three-term school year (April-July, September-December, and January-March) are quite well occupied. There is no great difference between the elementary-school curriculum and the first two years of the business-training secondary curriculum. The lessons are more advanced and fuller in detail. The girls' curricula are slightly modified to include training in etiquette, which emphasizes the tea ceremony and flower arrangement. The general repetition of subject matter and the domestic-science modification do not affect measurably the business-education curriculum.

The following is the business-education curriculum for the five-year technical school:

Required Subjects

- | | |
|-----------------------------|---------------|
| 1. Ethics | 6. Science |
| 2. Civil education (civics) | 7. English |
| 3. Business arithmetic | 8. Chinese |
| 4. Japanese | 9. History |
| 5. Geography | 10. Athletics |
| | 11. Drawing |



Japanese Soroban. All four of the fundamental processes are performed on this counting device, which resembles the abacus.

Most of these courses are continuous throughout the five-year course of study, but the hours devoted to them lessen at the beginning of the third year when specialization begins.

Specialization (Required) Electives (One required)

- | | |
|--|----------------------------------|
| 1. Commercial education (JBT) | 1. Commercial English |
| 2. Banking | 2. Typewriting |
| 3. Economics | 3. Shorthand |
| 4. Accounting | 4. Commercial arts (advertising) |
| a. commercial | |
| b. bank | |
| c. industrial | |
| 6. Commercial law | |
| 7. Office practice | |
| 8. Industry (contemporary business problems) | |

An observer can agree in part with an instructor's statement that "we emphasize the use of the brain and have less practical work."

There is practically no machine training other than the typewriter and the soroban. The latter is similar to the ancient calculating

Typewriters are printing plants. Their shorthand is longer than our manuscript. Adding machines resemble a sliding-bead toy. But Japanese teachers are trained to conduct a rigorous business curriculum.

device, the abacus. Training in the four fundamental processes on the soroban is given in the commercial-arithmetic class. The soroban is the ubiquitous counting "machine" used in nearly all types of business in Japan.

Typewriting is taught on standard American models. This training, then, cannot commence until a familiarization with English has been quite well established. There was a constant demand by large import-export business especially for those able to type a good English business letter.

Because of the complexities of Japanese calligraphy, the Japanese typewriter has a very important requirement in its operation. That is patience. This typewriter is really a printing machine that resembles a "Rube Goldberg" device crossed with a miniature linotype machine. A handwritten letter can be completed in much less time than it takes to select, set, and print the proper ideograph slug. Preparation of a stencil for duplication is about the only practical use for the Japanese typewriter.

There are four types of shorthand taught in Japan. All four are of Japanese origin. The ideographs used resemble any one of the popular methods used in the United States. Because of the intricacies of Japanese ideographs, the student has many more shorthand forms to learn. Today, shorthand is used more by interpreters, lawyers, reporters, and educators in Japan than by business employees. The former use Japanese shorthand to make notes of English spoken meetings and conferences.

Teachers in the technical schools must meet requisites similar to our own. The teacher must complete a required number of courses in a commercial college in addition to having taken a specified number of education courses. There are also teachers' colleges to prepare the technical-school graduate to teach business education in the secondary school.

Of the total number of technical schools,

about 30 per cent are commercial schools. There are many types of technical schools open to boys, but only three are available to girls, of which the commercial school is one.

In place of the second half of the elementary school, or senior course, there is a vocational supplementary school open for boys and girls, giving limited occupational training. Commercial schools are one type available. In general, their curricula are a smattering of occupationally centered business-training subjects. Teachers in these schools are trained in the technical normal schools.

There are about thirty commercial colleges in Japan. They are considered on the liberal-arts level, but no degree is granted. Essentially their curriculum is more advanced than that of the technical school. There is a greater emphasis on such subjects as law, political economy, economics, foreign trade and exchange, and mathematics and statistics. On the university level, there are two commercial schools with a six-year, degree-granting course.

It must be remembered that all schools in Japan are under government supervision, the curricula being defined by the Ministry of Education. There are no private schools as we know them. Education and national life had one unified aim. Now, however, Japanese education is undergoing an enforced revision of aims. An ousting of ultranationalistic and militaristic instructors for more liberal-minded teachers is taking place. The basic structure of the Japanese educational system, however, remains the same.



Japanese Typewriter. The "typist" is about to make an ideograph imprint on the roll after the hand selector picks up the appropriate ideograph from the bank of type just below the selector.



IRA W. KIBBY

A.V.A. Opens Door

Dr. Ira W. Kibby, who is the vice-president in charge of the Business Education Section of the American Vocational Association, explains how business-education associations may affiliate with the Association.



C. L. GREIBER

THE EXECUTIVE COMMITTEE of the A.V.A. made an important change in its policies regarding affiliation of vocational associations with the A.V.A. The amendment permits teacher organizations interested in vocational education to affiliate directly with the A.V.A. when there is no State Vocational Association that maintains an active section of business education. In such cases the State or Regional Business Education Association may apply for affiliation directly to the Executive Secretary of the A.V.A. provided that a group of ten or more members desire to affiliate.

Regional or state organizations in states that do not have an active section in the State Vocational Association should organize a plan whereby dues for the A.V.A. may be sent the secretary of the respective State Vocational Association. The secretary of the State Association

will, in turn, forward the dues to Mr. H. L. Dennis, executive secretary of the A.V.A., 1010 Vermont Avenue, Washington 5, D. C. In order for the Association to be affiliated, there must be ten or more members paying dues to the A.V.A.

It is hoped that many of the business teachers' organizations that have not affiliated with the A.V.A. will take advantage of this liberal ruling of the Executive Committee of the A.V.A. and that an active membership in the Business Education Section of the A.V.A. may result. The A.V.A. dues are \$2 a year for members of affiliated organizations.

At the present time the Business Education Section of the A.V.A. has more than 600 members. It is hoped that through this new policy of affiliation the number can be doubled during the coming year.

The new rule passed by the Executive Committee of the A.V.A.

"Organizations within a state or territory of the United States or the District of Columbia may affiliate with the American Vocational Association through the respective State Vocational Association except that when the state, territory, or District of Columbia does not have a state or territory Vocational Association, or when a state or territory association does not have an active section representing the area concerned, an organization may apply direct to the Executive Secretary of the American Vocational Association when a group of ten or more from any of the vocational or practical arts educational areas desire to affiliate."

An Invitation from Mr. Greiber

A NEW DAY is dawning for business education. Objectives are being more sharply defined. Leaders in this field of education are coming more and more to realize the importance of specific vocational training in this field. The changes in thought are apparent. The educational institutions expecting to do effective training for the vocational phases of business education must give attention to five major factors: guidance and selection of trainees, co-ordination, the business teacher, equipment, and teaching methods and techniques. It is very important that this highly specialized training be given

to those persons who benefit most vocationally.

The American Vocational Association trusts that the business teachers of the nation will join with us for the purpose of strengthening this important field of training.

Sincerely yours,

President
American Vocational Association

TELL THEM to learn to think!" This advice of one of the executives of the Standard Oil Company (New Jersey) was quoted by Miss Muriel E. Reynolds, assistant secretary of that world-wide corporation, to a group of business students.

"But, of course, that is why you are here—to learn to think," said Miss Reynolds. This statement caused one of the teachers who was present to ask himself how we, as teachers, can help our students to learn to think, rather than merely to accumulate facts.

The retailing teacher, when presenting to his group a unit on the personality traits desirable in the successful salesperson, has an excellent opportunity to help students to learn to think for themselves. Loyalty, integrity, tact, and other qualities essential to success are most difficult to present convincingly in abstract forms; but keen interest and excellent discussion can be aroused through the use of the case method.

The retailing teacher, who has been required to present considerable business experience as one of his qualifications, is well prepared to draw case material from this experience that will be concrete and vivid to the students. Experiences, such as the following, seem to be especially adapted to classroom use.

When I worked in the Personnel Department of X— store, a few weeks before the end of the Christmas rush, the Personnel Director called for ratings on the Christmas extras. Those who received favorable ratings from their department heads were to be continued after the Christmas season, while those who were considered "poor" or "fair" would be dropped from the pay roll entirely or placed on the waiting list for work during future busy seasons.

After receipt of the reports in the Personnel Department, we took the application blanks of those salespeople who were rated "good" or "excellent" and wrote to their former employers, the schools from which they were graduated, and the personal references they had given.

All the letters concerning one saleswoman were returned with statements to the effect that she was unknown. The Personnel Director was puzzled and called in the department head for whom this woman was working. He was amazed, as this saleswoman had shown so much ambition and proved so satisfactory in every way that he had expected to see her stay in the store and, in time, advance to become his assistant.

The saleswoman was called in and, when presented with the facts, explained that she had

The Case Method and Learning to Think

MARY F. DUNSTAN
Russell Sage College

Distributive Education

been eager to work in this particular organization; she had, therefore, gone through the store to determine the type of person usually employed there. She thought she had observed that a large proportion of the salespeople was of the same national background. Therefore, when applying for work, she had changed her name to indicate that she was of that nationality. When letters were again sent out about this saleswoman, using her correct name, every one was returned with a favorable reply.

In presenting material in the case form, as above, it is well to give the students a duplicated copy of the incident, or at least of the questions, and to allow a day or two for consideration before the answers are requested. Questions such as the following should stimulate thinking on the part of the students:

Should X— store continue to employ this saleswoman? Why, or why not?

If she is continued as a saleswoman and an opening comes for promotion, should the Personnel Department give her the promotion, or force her to remain in a minor position?

After the teacher has read the papers, he may hold a discussion period in which the "pros" and "cons" are listed on the blackboard. The listing may be done by one of the student with the teacher serving as a guide for the discussion rather than as a judge. Each member of the class must have a part in the decision which is reached. Students who need help in acquiring self-confidence should be praised for their contributions to the discussion. The

teacher, since he has read their papers, may draw reticent students into the discussion if he knows they have a good point to present. He

**"Why was Mary a poor clerk?"
will start thinking in a retail class
... and perhaps in any class. It is
the case method.**

should be careful to avoid disapproval of any opinion presented by the students, in order to make the decision wholly the result of the students' thinking.

In using his own experience for case material, the teacher should not overwork the phrase, "when I worked at X— store." Situations may be worded impersonally to avoid this repetition. The questions used should be concrete and must grow out of the incident related. More than one answer may be possible;

but there should always be one answer that is best.

By using the case method of teaching in distributive education, greater student interest is obtained, since an actual retail-store situation, rather than an abstract principle, is under consideration. Furthermore, students learn to think through a situation by analyzing its advantages and disadvantages. The thinking process of each student is aided by observing the development of the class decision.

Which "Speed-Accuracy" Emphasis?

VIOLA DUFRAIN

WHEN an elementary typewriting teacher states that he teaches either with the speed-first emphasis or with the accuracy-first emphasis, an intelligent listener is likely to ask, "Which speed-first emphasis?" or "Which accuracy-first emphasis?" or more correctly, "Which speed-accuracy emphasis?"

The meaning of speed-accuracy emphasis can readily be seen to involve at least four factors: (1) the quantity of speed; (2) the degree of accuracy; (3) the size of the copy-material unit; and (4) the length of writing-interval. Obviously, the speed-accuracy emphasis in an exercise that requires the student to repeat one letter or even two or three letters for a fractional minute at the 100- or 200-stroke rate, whether perfect accuracy is demanded or errors are permitted, is quite different from the speed-accuracy emphasis in an exercise that requires the student to write a paragraph for three minutes at corresponding rates of speed and accuracy. Let us examine further the meaning of speed-accuracy emphasis in terms of these four factors.

In the published textbooks of today, the size of copy-material units for the early lessons ranges from two or three strokes to sentences and paragraphs. Historically, the size has been related to the author's order and rate of presenting the keys. With the present tendency for covering the keyboard in five lessons, the size of introductory copy material tends to become larger and larger, with groups of sentences in paragraphed style being presented in the very first lesson. Simultaneously,

the copy-material unit has become characterized by varying amounts of thought-content—the longer units tending to have a unity of thought on the learner's intellectual level.

The length of writing interval in current texts shows wide variation in the beginning lessons. (*Length of writing interval* is herein defined as the number of minutes the student is directed to write continuously on each exercise.) In many current texts, designed to be self-instructive, the length of the suggested writing intervals varies from a fractional minute to five minutes.

The factor of speed itself, upon close inspection, is not so simple as might be expected. Speed is an abstraction denoting the number of typescript strokes written in the average minute. In statistical terms, speed is a variable on a continuum, a rate which may be plotted on the vertical axis of a graph calibrated from 0 to 775¹ or more strokes a minute. This word *speed* does not pretend to describe the timing of the single stroke nor to show the variations among the strokes. This distinction is important in understanding the theories of various authors. For example, a given speed might be achieved by combining quick strokes with long intervals or slow strokes with short intervals. Speed does not pretend to describe the timing of the strokes as to their evenness of occurrence or rhythm.

The factor of accuracy is also an abstraction. Like speed, it may be visualized as a continuum

¹ The world's champion typist wrote 776.3 strokes per minute for one hour on an electric typewriter in 1941, the last contest held.

on a graph with calibrations on the horizontal axis. Accuracy is usually considered negatively in terms of errors. Its scale may be expressed in two ways, either in terms of errors for 100 strokes extending from 0 to 100, or in terms of errors a minute extending from 0 to the total number of strokes written.

In preparing the report of my recent experimental work in elementary typewriting,³ I soon realized the inadequacy of stating that the "speed-first" emphasis was being compared with the "accuracy-first" emphasis. My "speed-first" emphasis for the experimental classes involved: (1) the 100-stroke speed; (2) no restrictions on errors; (3) paragraphed copy material of 1,000 strokes, assumed to be of interest to the high school student; and (4) a 10-minute writing interval. After a given number of lessons, approximately eighteen, this emphasis was so modified as to have the students retain the top speed rates while gradually reducing the error rates to fewer than 3 a minute, with the same size and kind of copy material and the same 10-minute writing interval. After lesson 29, this emphasis was again modified to have the students increase the speed to 150 strokes regardless of errors on copy material of 1,500 strokes and for 10-minute writing intervals. After lesson 36, it was finally modified to have the students retain the top speed rates, while gradually reducing the error rates to fewer than 3 a minute, with the same unit of copy material and writing interval. My "accuracy-first" emphasis for the parallel control classes involved the same copy material and writing interval for each lesson as for the experimental classes, but the speed objective was set in terms of the student's ability to write perfect, or nearly perfect, typescript.

With all the varying theories of teaching elementary typewriting and with the diversity of opinion as to how the student attains the desired skill of writing continuous copy with a high degree of speed and accuracy, it is important for every teacher to analyze carefully his own method and note the fourfold aspect of the speed-accuracy emphasis. Which speed-accuracy emphasis do you follow?

³ Viola DuFrain, *Speed before Accuracy in Elementary Typewriting*, a Ph.D. dissertation, The School of Business, The University of Chicago, July, 1945, the *Journal of Business*, University of Chicago Press.

The Primrose Blackboard

CHARLES J. TREACY

BLACKBOARDS have gone primrose in England¹. And the primrose yellow provides a background for ultramarine blue chalk. These colors are complementary and also desirable for a physiological reason.

The pupils of the eye distend when faced by black, but contract when looking at white. Consequently, when the student looks alternately from his desk with its quota of white to the board with its black, he must make constant visual accommodations to the two different light intensities. Of course, the blackboard might be lightened by additional voltage, but that is costly and impractical. The primrose alternative was therefore suggested and then submitted for experimental verification.

The experiments consisted of having over a thousand pupils copy from both boards alternately, the time allowed being equal. About 10 per cent more was copied from the yellow board than from the black. These tests were conducted at various times with pupils from 8 to 12 years of age.

In a second test, a tachistoscope measured accurately in thousandths of a second the amount read from cardboards placed behind a shutter. In this test, the gain by using yellow backgrounds was 15.4 per cent. There is no reason for blinding the eyes of youth any longer with the board of darkness.

There was some difficulty in finding a chalk that could be erased with a dry eraser. The ultramarine pigment, or reflex blue chalk, solved the problem. Chalks of other colors require moist cloths for removal.

Some years ago, various types of blackboard surfaces were exhibited in London, England. These included flat paint, celluloid, composition, linoleum, glass, cellulose paint, wall cloth, and faience.

¹ Douglas Seymour, "New Blackboards," *Education*, Official Organ of the Association of Education Committees of England, 44 Russell Square, London, W.C. 1, England.



Office Practice students of Madonna High School build their own switchboards and truly learn their operation. Student in the insert holds the practice switchboard she has built.

SWITCHBOARDS in your CLASSROOM

KNOWLEDGE of switchboard technique is an almost indispensable attainment for the commercial student of today. No longer is the use of the switchboard restricted to the employee of the telephone office, but its efficient operation is required of the employee of even the medium-sized business.

Proper technique in the operation of the switchboard should, therefore, form a part of the unit on telephoning that is included in every well-rounded course in office practice.

Before the study of the switchboard is taken up, the technique of telephoning should be thoroughly understood. All students have a more or less superficial knowledge of ordinary telephone use, but their technique may be faulty.

In anticipation of the switchboard instructions, the teacher should lay special stress, during the telephone lessons, on the proper use of

the voice. The voice is the only medium of expression over the telephone. In many instances, the first contact between the customer and the firm is made by the switchboard operator. Therefore, all the rules that govern the use of the telephone apply to an even greater degree to switchboard operation. Correct voice placement, clearness of tone, and distance from the telephone mouthpiece while speaking all find application in switchboard work.

To teach switchboard technique efficiently, actual use of a switchboard is almost imperative. The ideal situation, of course, would be to have the telephone company install a model switchboard. Or, the students may be permitted the use of the office switchboard. If neither of these arrangements is possible, a simple switchboard can easily be constructed by each student. Very inexpensive material and the expenditure of a little time and effort

are the only requirements for making a helpful device that will instill interest and enthusiasm, and add the required note of practicality to the classroom procedure.

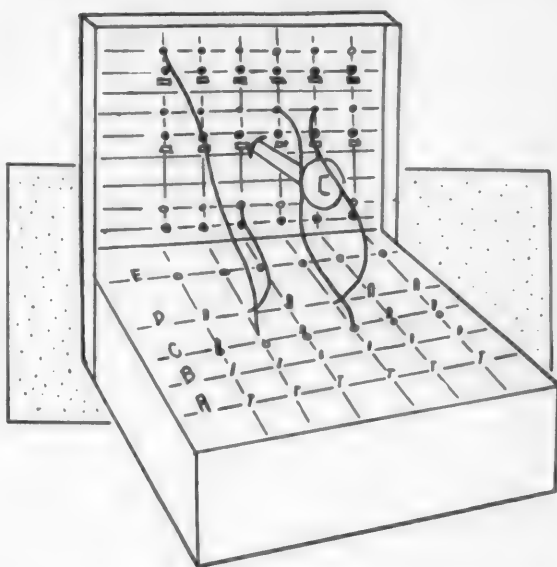
A cardboard box, approximately 18 inches by 11 inches by $2\frac{1}{2}$ inches, is the first requisite. On the upturned bottom of the box draw light pencil lines about 2 inches apart across the width of the box, dividing it into five equal parts, with a margin at each side. Perpendicular to these lines, draw others lengthwise, making the first line about $1\frac{1}{2}$ inches from the edge of the box; the next three, each 2 inches from the preceding one. The remaining line is drawn across the box at about the same distance from the edge as the first was made.

At each intersection of the lines in row *A*, insert a common pin. This row of pins represents the first row of operating keys; that is, the talking, or "listening," keys. The second row of operating keys, or the keys with which the bell is rung, may be represented by inserting toothpicks into small holes made at the intersection of each line in row *B*.

In the next two rows, *C* and *D*, holes should again be punched at each intersection. The connecting cords or plugs will be inserted in these holes. Shoestrings may be used for cords. These holes should be large enough to hold the tip of the shoestring, but not so large that the shoestring will fall through.

No holes should be made in the last row, *E*; but a reinforcement should be pasted over each intersection. These reinforcements represent the white lights for the trunk, or outside, lines. Reinforcements should also be pasted directly in front of each cord in row *C* to represent the white lights for the outside lines.

The cover of the box, resting its length at an angle of 90 degrees, is to be clamped upright onto the rim of the upturned box. About an inch from the edge that is to be the top, draw a light line across the inside of the cover. Parallel to it, draw two more lines, each an inch apart. Draw another line $1\frac{1}{4}$ inches from the second of the two lines just drawn; then two more, each 1 inch apart. About $1\frac{1}{4}$ inches from the last, draw



The classroom switchboard diagrammed above and explained in the accompanying article is so easy to construct that it is practical for any office practice or general business training course.

one more; then another about an inch from the one just drawn. This makes a total of eight parallel lines. There must be a margin at the bottom of the cover equal to the depth of the box. The last line may be on this margin, but not below it.

Six lines, as in the other part of the box, should then be drawn perpendicularly to the eight lines. They must be in the same position as the six lines on the box bottom. To get them in that position, fit the bottom of the box into the upright cover and mark the points at which the six lines, if continued, would meet the lines in the cover.

At each of the intersections in the top, the fourth, and the seventh rows, punch holes large enough for the shoestrings. The two top rows of holes represent the extension jacks, or the inside lines. The bottom row represents the trunk jacks, or outside lines.

At each intersection, immediately below the jacks, paste a reinforcement, to be colored red. These represent the red signal lights. Below each red light in the extension lines, small pieces of gummed paper may be pasted. These papers should bear the names of the owners of the extensions. The names of the students

SISTER M. THERESE, O.S.F.
Madonna High School
Aurora, Illinois

A box, a few pins and shoestrings, and a little ingenuity make it possible for every business student to learn switchboard operation.

may be used to give the work a more personal touch.

In the center of the cover, make a hole large enough to hold a penholder or pencil. The penholder, or pencil, should first be inserted through a circle of cardboard about 2 inches in diameter, then placed in the hole. This represents the attendant's transmitter, or mouth-piece.

The cover and bottom of the box may be fastened at each side with one or two paper fasteners to make it more firm. The switchboard, which is now complete, should resemble the one shown in the accompanying illustration.

The teacher should have a bell that she can use when the class is to ring for some person. This same bell can be muffled when it is desired to get a "buzzing" sound.

An ordinary doorbell may be purchased in a dime store and fastened to the top of a cigar box. A dry cell, placed inside the box, can be connected with the bell by means of a push button or some other form of switch.

The bell will be used in practically every call. For example:

A white light flickers to show that a call is coming in. The teacher says: "White light. Call coming in." The class immediately takes a cord from the first row and plugs it into the trunk jack, or outside line, where the light is flickering. Since there is no light in reality, any jack may be used. Before doing so, however, the talking key must be opened by pushing forward (away from the person) the pin that is in the same vertical line with the cord. Theoretically, the talking key is opened before the cord is plugged into the trunk jack; but in practice, an adept operator makes the two motions almost simultaneously.

The students then respond with the name of their firm and a greeting: "Hall & Wright Company. Good morning." The teacher answers for the person making the incoming call: "Mr. Benjamin, please." The students then take the *corresponding* cord and plug it into the extension jack above Mr. Benjamin's name and ring his bell by pulling the toothpick toward themselves. (The teacher rings the bell.) The switchboard operator should be instructed to wait until she hears Mr. Benjamin's secretary answer: "Mr. Benjamin's office." Then she closes the listening key.

The two plugs, or cords, the pin, and the toothpick used in each call must be in the *same vertical line*.

When someone in the building requests an inside line, a red light flickers. As the teacher says, "Red light for Mr. Frieders," the students take one of the cords from the back row, put it into his extension jack, open the key, and say, "Switchboard." Then, when the teacher, speaking for Mr. Frieders, says, "An outside line, please," the students plug the other cord into any one of the trunk jacks, or outside lines.

"White light. Call coming in." The students take one of the front plugs, put it into an outside jack, open the key and say: "Hall & Wright Company. Good morning." The caller asks for Mr. Jungels. The students connect the parties by plugging in the back cord in Mr. Jungels' jack, and by ringing his bell. As soon as his secretary answers, the key should be closed.

At this time a white light might flash for Mr. Benjamin, showing that he has completed his call. The students say, "Disconnect," and perform that operation.

The teacher can easily work out a series of practice problems for the class, which will illustrate the typical calls that the switchboard operator may be asked to handle. As each type of call is given, however, the teacher must indicate to the class whether a red or white light flickers.

A copy of the practice set of problems that I have used in my class follows.

SWITCHBOARD PROBLEMS

1

TEACHER: White light. Call coming in.
CLASS: Hall & Wright Company. Good morning.
PARTY: Mr. Benjamin, please. (*Ring.*)
MR. BENJAMIN'S SECRETARY: Mr. Benjamin's office.

2

TEACHER: Red light for Mr. Frieders.
CLASS: Switchboard.
PARTY: Operator, send the following telegram immediately: Mr. J. A. Doran, 218 North Union Street, Aurora, Illinois. See Mr. M. P. Millen, 627 Gates Avenue, Aurora, Illinois, immediately about soft drink order. Report. (Signed) Hall & Wright Company.
(*Operator repeats telegram.*)

3

TEACHER: White light. Call coming in.
CLASS: Hall & Wright Company. Good morning.
PARTY: Mr. Jungels, please. (*Ring.*)
MR. JUNGELS' SECRETARY: Mr. Jungels' office.

4

TEACHER: White light for Mr. Benjamin.
CLASS: Disconnect.

5

TEACHER: Red light for Mr. Kish.
CLASS: Switchboard.
PARTY: Mr. Konen, please. (Ring.)
MR. KONEN'S SECRETARY: Mr. Konen's office.

6

TEACHER: White light. Call coming in.
CLASS: Hall & Wright Company. Good morning.
PARTY: Mr. Lohr, please. (Ring.)
MR. LOHR'S SECRETARY: Mr. Lohr's office.

7

TEACHER: White light. Call coming in.
CLASS: Hall & Wright Company. Good afternoon.
PARTY: Mr. Oberweis, please.
CLASS: He's busy, is there any message?
PARTY: I want to place an order, will you take it?
CLASS: Yes, sir.
PARTY: Send me 5 quarts of coffee cream; 1 gallon of milk; 2 pounds of butter.
CLASS: (Repeats the order.) Will that be all, sir?
PARTY: Yes, thank you.
CLASS: And who's calling, please?

PARTY: Mr. Hettinger.
CLASS: Your address, please?
PARTY: 669 North Lincoln Avenue.
CLASS: Thank you for your order. Disconnect.

8

TEACHER: White light. Call coming in.
CLASS: Hall & Wright Company. Good morning.
PARTY: May I speak with the manager, Mr. Jungels?
SECRETARY: Mr. Jungels is busy just now. Will you leave a message, please?
PARTY: No, I'll call him later.
CLASS: Disconnect.

9

TEACHER: Red light for Mr. Meggesin.
CLASS: Switchboard.
PARTY: Mr. Lohr, please.
CLASS: Just a moment, please. Mr. Lohr is busy. Will you hold the line, or is there a message?
PARTY: I'll hold the line.

10

TEACHER: White light for Mr. Lohr.
CLASS: Disconnect. Mr. Meggesin, here's your party (Ring.)

Hamlet and Shorthand

DR. HELGE KOKERITZ, Professor of English, Yale University

OBVIOUSLY, it is not my contention that the melancholy Danish prince ever wrote shorthand. Yet, the strangely corrupt version of *Hamlet* known as the First Quarto of 1603 perhaps owes its existence to shorthand. As the facts of the case are still controversial, the best thing I can do is to present some of them as objectively as possible.

In the introduction to a facsimile edition of the First Quarto of *Hamlet*, Furnivall writes: "That this Quarto entered in 1602 and published in 1603 was a piracy, the state of its text proves to every reader. That it was due to the shorthand writers or notetakers of the time, with possibly some parts bought or got from some of the players, is evident too."

Furnivall did not base his conclusions on a stenographic analysis of the text. He merely followed Heywood, who complains in the preface to *The Rape of Lucrece* (1630), the first edition of which had been pirated in 1608, that some of his plays had without his knowledge "accidentally come into the printer's hands, and,

therefore (were) so corrupt and mangled (copied only by the ear)" that he was unable to recognize them. And, again, in the prologue he wrote in 1632 for the revival of *If You Know Not Me, You Know Nobody*, which had appeared in a piratical edition in 1605, he expressly mentions the word "stenography" and says that the play

"Did throng the seats, the boxes and the stage

So much that some by stenography drew

The plot, put it in print (scarce one word true) . . ."

Similarly, in the prologue to *The Devil's Law Case* (1623) John Webster warns the theater officials: "Do you hear,

officers. You must take great care that you let in no Brachygraphy men to take notes."

The tradition of shorthand piracy, which is consequently well established, has been accepted by many prominent scholars. In 1897 a German scholar and stenographer, Dr. Kurt Dewischkeit, published a remarkable paper in which he lays down the claim that the piratical edi-

A condensation of an address
at a New York meeting of

The Gregg Shorthand Teachers Association
March, 1946

tions of Shakespeare's dramas were obtained by means of Timothy Bright's system called *Characterie* (1588). Several other German scholars have agreed that the deviations between the bad quartos and the Folio text are due to faulty transcriptions of shorthand notes taken down in Bright's system.

In 1588, Timothy Bright, Doctor of Physicke, published a little pamphlet called "Characterie, an Arte of Shorte, Swift and Secret Writing by Character," which was not only the first modern shorthand primer but also the first shorthand system constructed for English.

Characterie

Compared with modern systems, Bright's *Characterie* was, of course, very imperfect. It is not alphabetic but ideographic. Each word had its own symbol, the elements of which are unrelated to the sounds or letters of the word. The system has 18 vertical characters corresponding to 18 letters of the alphabet. The base of each character could be modified by the addition of hooks or loops, and further variations could be obtained by making the symbols sloping or horizontal. By these devices, Bright obtained 538 signs, to which he added 32 special symbols for what he calls "particles," to total in all 570 characters. Each of these represented a word. All the variants of the *a*-symbol, for example, stood for words beginning with the letter *a*, which was of considerable help to the stenographer's memory. Because 570 stenographic outlines were insufficient to render the enormous English vocabulary, Bright evolved two ingenious principles: the synonym method and the antonym method.

Take for example the word *sure*. It had no sign of its own but was to be represented by its synonym *certain*, to which Bright added a small stenographic *s* to the left of the symbol. If, on the other hand, the distinctive sign was placed to the right of the basic symbol, such a combination denoted the antonym of the basic symbol. *Go* could thus become *come*. In addition to the inevitable distortion of outlines written at great speed, the omission of the diacritic

sign indicating the antonym or synonym might cause considerable confusion. And these are the types of errors that we would expect to find in the *Hamlet* quartos if they had been pirated by means of Bright's *Characterie*.

The fact is that we do find numerous errors of this kind. Wrong antonyms are less frequent than wrong synonyms, perhaps because in the majority of cases the context would guide the reporter in his choice of the correct word. At the same time, the antonym errors are much more important as evidence. The two most significant antonym errors occur in *Romeo and Juliet* and in *King Lear*. In the First Quarto of the former, we find *love* instead of *hate*; and in the First Quarto of the latter, *virtues* instead of *vices*. These mistakes are hard to account for unless we subscribe to the theory of shorthand piracy.

The First Quarto of *Hamlet* is exceptionally bad, and many sources of error must be reckoned with in addition to possible transcription mistakes. The category of errors that would best prove the case are those that may be ascribed to the antonym method. Instances: *partners* instead of *rivals*, *soft* instead of *hard*, *tragedy* instead of *comedy*, and many others. The misreading of poorly executed outlines, due to similarities in construction, accounts for errors like *part* for *word* in "each part made true and good." The synonym errors are legion, and many of them may be ascribed to Bright's synonym method.

Another fact that may strengthen the case against Bright's *Characterie* as the agent of transmission for the First Quarto of *Hamlet* is the fact that its text has many errors that are obviously due to mishearing. Thus *with tongue in venom steeped* appears as *with tongue in venom'd speech*, and *so you mistake your husbands* has been changed to *so you must take your husband*.

The evidence is convincing but not conclusive. It may be that the note-takers gave us a more faithful report of Shakespeare as it was actually rendered than does the Folio itself.

Spring Song

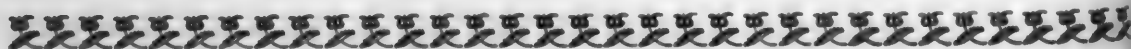
I think I shall hire
A ladylike fairy
To be my private
Secretary.

She must be prim
And always wear
Two golden "bisquits"
In her hair.

Jot down notes
On bud and brook
In her green leaf
Shorthand book;

Take a letter
To the bees,
And file my fancies
In the trees!

—Sister Anthony Marie, O.S.F.





...NEWS...FROM...WASHINGTON...

Some hope for school construction in 1947-1948 is implied in Housing Expediter Wilson W. Wyatt's proposal to build 2,700,000 prefabricated homes in 18 months. Wyatt's plan is revolutionary. After critical housing shortage is met, the prefabrication industry, fattened and matured with Government help, will reach out for the next great market—school construction.

School Construction

Wyatt has foreseen nearly all obstacles that might hold back his program. For example, he urges: (1) modernizing building codes, to permit use of prefabricated units; (2) a vocational and apprenticeship training program, to provide the necessary 1,500,000 *additional* building workers.

"The Congress will be astonished when some of the results of our investigation have been revealed on what goes on in our own U. S. Office of Education," says Representative Ralph Gwinn, a Republican from Westchester County, New York, who tossed a bill in: "to restore the Office of Education to its rightful place as a statistics collecting agency."

Grim Warning

A formula for measuring teaching efficiency, developed at the University of Wisconsin, is attracting national attention. The formula ranks instructors according to the averages of the grades which they give to the pupils (class averages), examination averages (resulting from semiobjective tests), and the final averages. The instructors whose class averages deviate least from the departmental examination average rank as the best and those who deviate the most are judged to be the poorest.

How Good Are You?

Putting it to work, Dr. Cheydleur, French professor who developed the formula, discovered: Teachers not doing graduate work while instructing are better off than those who are doing graduate work. . . . Teachers of professorial rank are more effective than those of non-professorial rank. . . . Teaching efficiency is progressively better as classes decrease in size. Congressmen have dropped all plans to push

legislation for compulsory military training this year. . . . In two moves that may aggravate teacher shortages: (1)

Military Service

Army asked its ex-Wacs to reenlist for six months; (2) Navy asked Congress to create a permanent women's reserve "with expanded opportunities for its members."

The State Department's magazine, *America*, published in Russian for the U.S.S.R., is so popular in Moscow that black-market copies sell for \$100 each. Assistant State Department Secretary William Benton says: "This illustrates the hunger of the Russian people for news of the United States."

\$100 Per Magazine

A rift between the military on one side and those educators who insist on freedom of learning and research on the other is threatening to take on serious proportions. National Bureau of Standards Director E. U. Condon insists that, if what he calls the "military domination of science" continues, "students will get from their professors only a watered-down, Army-approved version of the laws of nature."

Atomic Bomb

The War Department withholds comment on Doctor Condon's charges, but intimates that secrecy of certain facts and research procedures are essential to national security.

College officials have now changed their minds regarding social security, G. F. Zook, American Council on Education president, told the House Ways and Means Committee, and want their professors covered under old age and survivors insurance.

Short Shorts

Talk persists that the huge Pentagon building will be converted into a university or other educational institution, but officials deny it.

Every fifth legislator on Capitol Hill has at sometime been identified with education, either as teacher, executive, college official, or member of boards of education.

Shorthand Review on Student

Is there a difference between the words we do review and the ones we should review?

MR. LOUIS LESLIE rather ruefully contemplated recently¹ the seeming lack of useful vocabulary possessed by students in our high schools. He discussed primarily the English vocabulary of our pupils, not the shorthand vocabulary; but the difficulty in one is *ipso facto* the source of distress in the other. Whatever applies to the recall of an English word applies with equal or greater force to a shorthand outline; therefore, this discussion of the question will center around the shorthand writing vocabulary of the pupil rather than the English word vocabulary.

To find a solution to the problem, we must first state it: "to activate the vocabulary that apparently becomes dormant." We can thus assume that, although the shorthand outline is dormant, it has already been taught to the pupil and is now lurking in the subconscious awaiting the beck or call of an adequate stimulus. It is a sort of foggy phrenological photo. Expressed in another way, the problem might be stated: How can we cause the shorthand outlines of words to delineate themselves in the mind of the pupil quickly enough to be useful?

Now that the problem is posed, its solution appears to be obtainable in two ways: (1) provide every dormant outline with an unusually virile stimulus, so that the outline will rouse itself when needed; (2) refuse to allow any outline to become dormant. Every classroom teacher knows that it is a practical impossibility to provide a strong stimulus to an unusual word in the midst of dictation. Therefore, the first plan suggested is at once eliminated. The second plan seemingly has the overwhelming advantage of simplicity—but there is the crux of our problem. It is definitely *not* simple because of the large number of

different shorthand outlines that must be learned.

How many outlines must be learned? Since this discussion arises from the Rinsland Vocabulary Study, let us take that research as a point of departure in answering this question. It indicates that, at the end of *eight* years of schooling, a group of pupils can use 25,632 different words. If shorthand teachers are to teach 25,632 different outlines in the usual time of *two* school years, they must teach an average of 64 new words every day. On the basis of this arithmetic, the task is formidable indeed! However, Mr. Leslie says further:

But it (Horn-Peterson Basic Vocabulary of Business Letters) also indicates that 15,000 nontechnical business words may be considered the really "basic" minimum business dictation vocabulary with which the stenographer must be prepared to deal.

To teach that number of outlines in two school years would require the presentation of 37 new outlines daily. This, too, is formidable; and if we assume that it can be done, we must dedicate our pedagogical selves to utilizing with keen efficiency every minute of every class period. The *presentation* of 37 outlines daily is not the real task, either. The real task lies in preventing any one of the 15,000 from becoming dormant during the two-year period of instruction. Under such a plan, the teacher at the end of *one* year must be reviewing 7,500 outlines as often as necessary to prevent the onset of torpidity of recall.

Now all this arithmetic is aimed at emphasizing one point: If we accept the challenge of developing 15,000 useful words in two years (and I am willing to subscribe to this quota), we must stop our devious methods of dealing with the problem and devote some time to research.

We are relying on Horn, Peterson, Ayres, Rinsland, Thorndike, and others to tell us what

¹ Louis A. Leslie, "Shorthand Significance of the Rinsland Vocabulary Study," *Business Education World*, December, 1943, pages 207-210.

Errors

EDWARD D. KRAMER
Long Island City High School
New York, New York

words are used most commonly; but it is now time for us to do research aimed at determining something more useful than frequency of occurrence. Why spend time dictating and transcribing day after day words that are never written incorrectly nor transcribed incorrectly? There are many relatively common words that our pupils cannot write expertly nor transcribe accurately, yet our textbooks do not increase the frequency of their occurrence. *We must aim more directly at the words that cause pupils difficulty.* Our textbooks should be written on the scientific basis that takes cognizance of frequency of error as well as frequency of occurrence. Our research should endeavor to discover the following paramount facts:

1. Of the 15,000 words, which ones are written incorrectly in shorthand most often?
2. Which ones are transcribed incorrectly most often?
3. What shorthand principles are violated most often in writing these 15,000 words?

There are a number of corollaries that grow out of these questions; but once we have the answers to these three, we can attack our problem with some degree of exactitude and with a consequent saving in teaching time. It is obvious that certain common words occur so frequently in running material that no conscious effort need be made to keep them "fresh" on the pens of the pupils. However, it is also obvious that one single difficult outline that results in hesitancy can ruin an otherwise accurate "take" by causing a mental hiatus that forces the writer to drop several words that he has been carrying in his mind.

Should we decide to use this new approach to our problem, there is one Charybdis we must avoid in escaping from the Scylla of our present approach. We will find ourselves concentrating most of our energies on polysyllabic words, which do not occur often, unless we are careful to choose, by means of a formula, the

words upon which we desire to concentrate our efforts. Such a formula would take into consideration two factors:

1. How often does the word occur among the 15,000 we are concentrating upon?
2. How often is it written incorrectly or mistranscribed?

For example, suppose a word were three thousandth on the list of Frequency of Occurrence, but one thousandth on the list of Frequency of Error. On the new list, which we would create for teaching purposes, it would be in approximately two thousandth position. Thus it would receive more emphasis in our revised textbooks than it now does. (The arithmetic is a bit more involved than indicated here, but the principle is the same.)

It would not be a digression in this article to point out the fact that beginnings have already been made in our textbooks toward the goal the writer describes. Several attempts have been made in the direction of scientific selection of material, but the results have not been integrated. Mr. Leslie himself has taken pains to provide in his texts a repetition of principles and brief forms. Mr. Paul Ickes has incorporated the principle, *aiming directly at the words that cause pupils difficulty*, in his transcription book. A workbook written by I. H. Young utilizes a type of cumulative review of brief forms and a sentence method of reviewing principles.

The writer of this article uses a complete mimeographed workbook in his classes that provides for active use of new principles and brief forms for seven consecutive days before they are considered to be review material and are relegated to a series of cumulative review lessons. Although these four examples use the sound shorthand pedagogical principle of cumulative review, none, however, has a scientifically founded word list from which to choose.

IN conducting research of the type here endorsed, the researcher's first step would have to be to accumulate source material that would yield the information needed in compiling the lists. Such material would be of two types:

1. Original shorthand notes of pupils, written from moderately rapid dictation.

2. Transcription material resulting from these same notes.

Such material is already available from the many regional shorthand contests held annually in the United States. In addition, classroom teachers could supply literally millions of letter specimens. The Gregg Publishing Company receives thousands of transcripts each month in its *Gregg Writer Awards* program, which could also be used. Other avenues could be explored. If a closer control of source material is deemed desirable, carefully selected material could be written and distributed to teams of co-operating teachers for conscientious application in heterogeneous transcription classes.

After accumulating an adequate supply of source material, the researcher's next task would become an arduous one—that of finding, classifying, and arranging, in order of frequency, the errors in the material.

The fundamental procedures that have been used in compiling such a list as Dr. Rinsland has developed, with modifications to adapt them to shorthand specifically, could be used.

The writing of shorthand is a science as well as an art; let us also make the pedagogy of shorthand a science as well as an art. Let us incorporate in a well-integrated, nicely articulated series of textbooks the principle of re-creating difficult shorthand outlines, not merely repeating commonly occurring words. And let us apply that principle to those common words and phrases that have too long plagued both the neophyte stenographer and the experienced teacher.

International Commercial Schools Contests Resumed

THE TENTH annual International Commercial Schools contest will be held June 19, at the Sherman Hotel in Chicago.

Events will be conducted for typewriting only. The program of the championship contests includes the following classes for school and non-school contestants: school events—novice, amateur, and open; nonschool events—twenty minutes, world's novice champion; thirty minutes, world's amateur champion; sixty minutes, world's professional champion.

For further information address Contest Manager W. C. Maxwell, Hinsdale (Illinois) High School.

Help YouS

ALVIN AMSTER

Cleveland Public Schools

ONCE AGAIN I'm back substituting in the classroom. Once more I'm traveling all over the city of Cleveland, teaching where the Board of Education's Substitute Department directs me. After almost four years in the Army, I learned that the decline in the high school enrollment has kept me from a full-time teaching appointment. I've substituted at all Cleveland's thirteen high schools and at a number of the junior highs, pinch-hitting for the absent commercial teachers. I've even had classes in English, manual arts, and other subjects out of my field of instruction when the regular substitutes have not been available. My experience, I feel, permits me to speak with authority when I say "teachers can help their substitutes do a better job."

En route to the school, a substitute wonders what kind of a school it is, wonders what type of principal he will find, wonders as to the type of individual in charge of the commercial department, wonders as to the type and quality of teachers and pupils at the school. No plush rug is unrolled at the school's threshold for the substitute. The school clerk usually is the first individual the substitute will meet. A friendly clerk will make the teacher feel the school's welcome. Time permitting, the substitute should be introduced to the principal. The principal can give a brief message of welcome. The substitute does appreciate this friendliness on the part of the school administration.

A pupil, working in the office, should escort the substitute either to his proper class in session or to the department office. The head of the commercial department should meet the substitute at the first possible moment. Quickly the two should discuss the organization of the classes and the current day's class material, provided the department head is in

Substitute!

He needs your lesson plan, your seating chart, your roll book, your respect, and a pleasant reception.

familiar with the instruction. Then the substitute should be on his own. We are not here concerned with the quality of the teaching job since that done by the substitute is merely a fill-in. A good substitute can fit right in, or use his imagination to maintain class interest and order.

The other teachers in the department and in the school can make the substitute feel at home by being friendly and talking to him first. Usually a newcomer is reluctant to start the conversation with people he does not know. In the teachers' lunchroom, the rest room, office, or any other meeting place, the regular teachers should break the ice and put the substitute at ease.

I especially recall substituting at one east-side Cleveland high school. Upon entering the teachers' lunchroom, one teacher, noting I was new, beckoned to me as he pulled out a chair at the table. He introduced himself, the other teachers at the table, and then asked me my name and for whom I was substituting. Then I was included in the discussion at the table. When I left that table, just twenty minutes later, I felt as though I had known those people for years. They had put me at ease immediately. I later learned that hospitality toward substitutes was a standing practice insisted upon by the principal of that school. For that reason I always speak highly of that particular high school and am eager to return there.

A teacher cannot always know that he will be absent on a certain day. Consequently, this more or less precludes the possibility of preparing lesson plans for the use of the substitute. But, if such lesson plans can be prepared, they are of inestimable value and give the substitute added confidence, as well as a realization of the work to be accomplished if possible.

Seating plans are especially desirable and should be mandatory for each class. There are usually two or three youngsters in every class, who, given the opportunity, get out of line very easily. If a brief black list of the potential sore spots could be prepared, the

substitute would have an inkling of where the sources of pending difficulty are seated. The ringleader(s) could be squelched before the first outbreak. It usually takes two or three days of continuous work with the same groups until the substitute becomes familiar with the offenders. By then, the damage is usually done.

Companion to the black list can be a list of helpful children. Certainly each class has a few intelligent, capable, and reliable students, who can be trusted to assist the substitute and inform him of the teacher's policies, the lesson assigned, and of any homework due.

The teacher's class book is helpful for administrative material and generally is the only place where a complete class roster may be found. This should be available to the substitute if at all possible.

A commercial substitute stands a better chance of having less difficulty in his classes than a substitute who must discuss academic or theoretical material. Pupils can always be given dictation, a typing assignment, or a book-keeping problem to occupy them. It does not take a substitute long to convince himself of the truism, "the devil finds work for idle hands."

The head of the commercial department should drop in and visit a class being conducted by the substitute. If the substitute is present for more than one day, a repeat visit to another class should be made. Afterward the department head should confer with the substitute and inform him of both his strong and weak points. Certainly justified criticism or commendation is appreciated. If the substitute has done a good job during the teacher's extended absence, the latter should inform the principal's office and the people downtown where the big wheels operate.

If the teacher is absent for an extended period, he should get in touch with the substitute by telephone or by letter, if at all possible. Class problems can then be worked out. Of course the teacher should have communicated with the department head.

Yes, you can assist your substitute.

Third of a series in
fundamental skills in
business arithmetic.

What Shall We Teach In Business Arithmetic?

R. ROBERT ROSENBERG

WITH the advent of agencies and laws, whose administration is dependent on efficient application of arithmetical skills, the field of business arithmetic has been broadened to a point where the teacher is confused and alarmed at the amount of subjects to be covered in the time allowed for the course in the classroom.

Reduction and Changing of Common Fractions. Practice should be provided in the reduction of improper fractions to whole or mixed numbers and in the reduction of mixed numbers to improper fractions. The students should know how to change compound and complex fractions to simple fractions. These skills are needed in the addition, subtraction, multiplication, and division of common and decimal fractions.

Addition of Fractions and Mixed Numbers. In fractions, as in any other arithmetical process, only like numbers can be added or subtracted. Where the denominators of the fractions to be added or subtracted are not the same, it is necessary, first, to change these fractions to ones having a common denominator.

In actual business practice, it is rarely necessary to add more than three fractions, or to use a common denominator larger than 30. In such cases, it is usually possible to find the denominator by inspection.

Subtraction of a Mixed Number from a Mixed Number. Reduce the fractions in each number to fractions having a common denominator. If the fraction in the subtrahend is larger than the fraction in the minuend, borrow 1 unit from the whole number in the minuend, thereby increasing the fraction in this number.

Multiplication of a Mixed Number by a Mixed Number. Perform the following operations:

1. Multiply the fraction in the multiplicand by the fraction in the multiplier.

2. Multiply the whole number in the multiplicand by the fraction in the multiplier.

3. Multiply the fraction in the multiplicand by the whole number in the multiplier.

4. Multiply the whole number in the multiplicand by the whole number in the multiplier.

The sum of the products found by performing the four operations above is the product of a mixed number multiplied by a mixed number.

Fractions and mixed numbers may also be multiplied by cancellation. When this method is followed, long multiplication problems quite often result if the numbers cannot be canceled. In such cases, the resultant improper fraction must be reduced to a mixed number or a whole number by long division.

The cancellation method of multiplication may be used to check the product found by the four-step method.

Division of a Mixed Number by a Mixed Number. Division is the op-

posite of multiplication. Cancellation should be used if feasible in the division of fractions consisting of whole and mixed numbers.

A mixed number is divided by a mixed number by changing these numbers to improper fractions and canceling. First, however, the division sign must be changed to a multiplication sign and the improper fraction following the division sign must be inverted.

Decimal Fractions. Practice should be provided in reading decimals and in changing a common fraction to its decimal-fraction equivalent and back to its common-fraction equivalent in its lowest terms.

Addition of Decimals and Common Fractions. Decimals and common fractions cannot be added together unless the decimals are first changed to their common-fraction form, or the common fractions are changed to their decimal form.

1. To Add Whole Numbers and Decimals. When whole numbers and decimals are added, the decimals points must line up.

2. To Add Numbers Containing Both Com-

mon and Decimal Fractions. Before common and decimal fractions may be added, they must all be changed to similar fractions, that is, either all common or all decimal fractions.

The preferable procedure is determined by the ease with which decimals can be changed to common fractions, or vice versa.

Subtraction of Whole Numbers and Decimals. In the subtraction of decimal fractions, the position of the decimal point is very important. The decimal point in the subtrahend must be placed directly under the decimal point in the minuend. All other procedures in this operation are the same as in the subtraction of common fractions.

Multiplication of Whole Numbers and Decimals. To multiply decimals, proceed as in common fractions. Point off as many decimals in the product, counting from right to left, as there are decimal figures in the multiplicand and the multiplier together.

Division of Whole Numbers and Decimals. To divide decimals, eliminate the decimal point in the divisor by moving the decimal point in the dividend as many places to the right as there are decimal figures in the divisor. This is done to make the divisor a whole number. Then place the decimal point in the quotient directly over the decimal point in the dividend and proceed as in whole numbers.

Decimals ending in fractions that cannot be changed to decimal equivalents should be divided by cancellation.

The casting-out-nines check should be used in proving all problems in multiplication and division of decimals.

HARRY L. JACOBS, president of Bryant College, Providence, Rhode Island, has reported that his school is now constructing its twelfth building. The expansion program has been necessitated by the rapidly growing enrollment in the school—over a thousand students have already registered for next September's classes.

What Is the Law?

The customer's purse was stolen. Was the proprietor liable?



No. It is not essential that the customer relinquish possession of her purse in order to try on a hat. Unless the proprietor voluntarily accepts the care of the purse until the customer is ready to resume her possession of it, he is not liable as a bailee.—R. Robert Rosenberg

Prize Winners in the January Bookkeeping Contest

THE FOLLOWING students were awarded cash prizes for their solutions of the B.E.W. Bookkeeping Contest problem for January. Names of teachers are in italics.

FIRST PRIZE—\$3

Junior Division

Betty Curry, D'Youville College, Buffalo, New York. *Sister Irene Marie.*

Senior Division

Octavia A. Faulkner, Immaculate Conception School, Charleston, South Carolina. *Sister Mary Magdalen, O. S. P.*

Superior Division

Helen Mieczkowski, High School, Amherst, Massachusetts. *Irene E. Hale.*

SECOND PRIZE—\$2

Junior Division

Leonie E. Lougee, High School, Old Lyme, Connecticut. *Helen S. Christensen.*

Senior Division

Mavis Parker, Dobyns-Bennett High School, Kingsport, Tennessee. *Mary Nicholson.*

Superior Division

Geraldine Loomis, Brackenridge High School, San Antonio, Texas. *Lora Goodwin.*

OTHER OUTSTANDING PAPERS

A large number of students submitted outstanding papers in the January Bookkeeping Contest. Space limitation prevents the publication of the names of these students in this issue. All have been notified by mail and sent 50 cents in savings stamps.

BUILD A BOOKKEEPING LABORATORY

JOSEPH GRUBER
Central Commercial High School
New York City

FOR MANY YEARS, we, in the vocational schools of New York City, conducted a three-year bookkeeping program for bookkeeping majors. This was similar in content for the first two years to the two-year program offered in the other city high schools, except that we placed a great deal of emphasis on the vocational aspects of bookkeeping. The third year consisted of a thorough review of entries and statement work plus work on partnerships, corporations, and cost accounting.

Realizing that our first duty was to prepare our students for placement in industry and to insure that they adjust easily to business structure, we began to re-evaluate our program about two years ago, in order to gear it more directly to the needs of the business community.

Fortunately, we had the benefit of the experience of Mr. A. Gonchar, one of our bookkeeping teachers, who had developed and was conducting a course in hotel accounting for our bookkeeping seniors. All seniors who completed this course successfully were placed in hotel positions, which they were able to assume with a minimum of adjustment. To obtain these results, Mr. Gonchar had established direct contact with the hotel industry and had developed a highly vocational approach using its forms, methods, and practices.

On the basis of his experience and through our evaluation, we developed the bookkeeping laboratory. It had become obvious that the practical application of bookkeeping theory could best be accomplished in an atmosphere and under conditions that simulated, as far as possible, those of industry. In pursuance of this idea, we have planned and established a bookkeeping laboratory that is intended to resemble and operate as would the bookkeeping unit of an office. Working under wartime shortages, we were unable to equip the laboratory completely, but here are the physical characteristics as far as we were able to assemble them:

1. The partition separating two classrooms was removed, so that we had the use of double classroom space for the laboratory.
2. The walls of the room are lined with electrical sockets, so that rearrangement of machines was possible whenever necessary.
3. Fluorescent lighting was installed for more modern lighting purposes.

4. An order was placed for sets of bookkeeping machines which might have the type of desk he desired.

5. The following business machines were installed: 4 bookkeeping machines; 5 calculators (various types, some electrically operated); 4 adding machines; 1 time stamp; several checkwriters.

6. Filing cabinets, supply cabinets, and other office equipment were installed.

7. All the equipment and furniture were of a modern, classroom style, but rather in business style.

The materials of instruction were developed by the teachers, some of which were developed by the teachers, some purchased, but has been slightly modified. These sets are in the form of sets of textbook transactions. The work is done on a job sheet for each unit. The student works on a new unit of work until the teacher has checked and checked. In this respect, the laboratory has been used so successfully in the branches of industrial and commercial bookkeeping that there is no formal teaching and performing the supervisory duties.

Each of the four projects was completed in half months. We, therefore, completed the seventh term and two in the eighth term. The students were permitted to take the bookkeeping course in the senior year, when it becomes a requirement in bookkeeping. In both years, the students are in bookkeeping.

In the selection and development of the laboratory, we decided that it would be more realistic to have the records, since the bookkeeping is a year foundation course in general bookkeeping. This laboratory with four projects, a copy of the Almanac and other sources, and a list of the cities of New York City. The records for the following types of business: insurance company, a hotel (the records of the hotel and institutions), a dress manufacturing establishment (including cost records).

Central Commercial High School is definitely a vocational school. It is definitely vocational minded; so it built a bookkeeping laboratory for bookkeeping majors 100 per cent employable. Not every high school has such a workshop; but, if yours does, here's how to do it. It could be used for stenography and office practice, too!

RATORY

small office desks, so that each student
he or she would have in an office.

machines were or will soon be in-
chines; 3 typewriter computing, billing
ous makes—some hand operated and some
ing-iting machines (various makes); 1
several typewriters.

cabinets, and other miscellaneous items of

furniture were arranged, not in traditional
business office style.

tion consist of four practice sets, three
by our own teachers. The fourth was
lightly revised for our own purposes.
of projects rather than in the form of
work is arranged in job units with a
the students are not permitted to begin a
the previous unit has been completed
pect we follow the job unit procedure
successfully in industry and in other
nd vocational education. Obviously
ng—the teacher acting only as a guide
visory functions of an office manager.
ects takes approximately two and one-
fore, give two of the projects in the
n the eighth term. Students are not
bookkeeping laboratory course until their
comes compulsory for all seniors major-
both terms, a double period is provided.
development of the four projects, we
more useful to train for specific indus-
ing students have already had a two-
general bookkeeping. We have begun
projects that, according to the World
ces, represent four of the major indus-
The projects consist of complete sets of
g types of business: A real estate and
el (this also covers hospitals, restaurants,
a manufacturing firm, and a printing es-
ost records).

school, is defin-
atory to make its
high school needs
could be done in



The sets we have devised and are using are under constant revision, and it will probably take several years of use and experimentation before we are completely satisfied with our materials. Moreover, although in the present sets each student performs all the bookkeeping operations, it will be necessary to expand at least one of the sets into an integrated project in which each student will perform only one or two of the bookkeeping functions. When this project is begun, we shall rotate the students and thus prepare them for positions in offices that have more than one bookkeeper. In addition, we are planning not to limit ourselves to these four projects, but rather to develop ultimately a library of projects representing all the industries of New York City.

Through the Advisory Board on Vocational Education, we have established direct contact with such groups as the Hotel Association, the Real Estate Board, the American Federation of Office Employees, and other agencies, which have been very helpful in providing us with the forms, practices, and terminology that characterize each of these industries. Obviously, we must be in close contact with industry if we are to make our teaching materials realistic. Through this close co-operation with industry, we hope to be in a position to meet its personnel needs. With a library of projects to draw upon, we should be able to meet a variety of needs. If, for instance, the transportation industry wished to place several of our graduates in bookkeeping offices, we should be glad to permit some of our students, who wish to be considered for these positions, to complete a project built around that industry in lieu of one of the four projects we have now scheduled. This is in line with a recommendation recently made by one of the members of the Board of Education, who feels that the senior year in both the secretarial and accounting fields should include specialized work wherever the personnel needs of the industry can be ascertained. This does not mean that every pupil will complete the transportation project simply because there may be a few positions available; but it does mean that, whenever there is a demand for a certain type of worker, we shall endeavor to fill that demand

by having available some graduates who can qualify for these positions because they have had a good general bookkeeping background plus specialized instruction in the individual needs of that particular industry.

This laboratory, as stated before, was designed primarily for a vocational high school where the emphasis is constantly on vocational training and occupational placement. However, if you have a large group of bookkeeping majors in your school who wish to take a third year of bookkeeping and for whom you feel the laboratory would be the best type of instruction, you may want to know the requirements for establishing a laboratory of this kind. Here are a few of the requisites as I see them:

1. A sympathetic principal who is interested in commercial education and is willing to bring to the attention of the Board of Education the need for this special type of project. We, at Central Commercial High School, have been very fortunate in having as our principal Mr. Alexander S. Massell, who, as a past president of the Commercial Education Association and of the Eastern Commercial Teachers' Association, is known as a leader in commercial education. His advice and assistance, as well as that of Mrs. Catherine B. Dwyer, supervisor of Business Subjects in the Vocational High School Division, have been invaluable.

2. Your plans and your reasons for the laboratory must be well drawn and carefully prepared, so that you will be in a position to convince the officials at the Board that the expenditure for this laboratory will be justified.

3. If you include all the machines that we have installed, the total cost of this laboratory, including building alterations, would be between \$10,000 and \$15,000. However, in an academic high school, which does not teach office machines, you may wish to dispense with the larger and more expensive machines for the time being. Since in our school

the students are taught to operate all types of office machines concurrently with their bookkeeping instruction, the laboratory becomes a means of integrating their machine work with the bookkeeping. Moreover, since the trend is toward mechanization, we feel it advisable to plan for instruction that includes both mechanical and manual bookkeeping.

4. Last but not least, you must have a group of enthusiastic teachers who will be willing to spend the time and ef-



Bookkeeping majors in Central Commercial High School learn to use business tools in their bookkeeping laboratory.

fort to plan the laboratory, to devise and constantly revise the teaching materials, and to assume a teaching burden that represents a deviation from the traditional course of study and, therefore, requires a great deal of extra effort, particularly at the beginning.

I can only say that, if your teachers become convinced, as we are, of the value of this type of work, the time and effort involved will seem a small sacrifice compared to the vitalizing effect such a project has on the department, the recognition that it obtains, and the satisfaction arising from the results.

One word of caution—the fact that you may not be able to obtain all the equipment and facilities needed for the type of laboratory you desire should not deter you from making a start. It has taken a year and a half to bring our laboratory to its present stage of development; and although it is far from complete, we feel that we are well on our way in the direction that we set for ourselves. By the time the laboratory is complete, we shall have perfected our teaching projects and shall be in a position, we trust, to present a representative expression of vocational education as applied to commercial work.—Adapted from a paper read by the author at a meeting of the accounting and law teachers section of the Commercial Education Association of New York City and Vicinity. Reprinted by permission of the Association.



ALEXANDER MASSELL
Past President, ECTA
". . . and a sympathetic principal" who gets results.



ON THE LOOKOUT

A. A. BOWLE

57 The Midwest Naturlite Company announces the return to production of the MIDCO Perfectlite portable, fluorescent desk lamp. The dual reflector in the lamp is based on a scientific principle that is an exclusive and distinguishing feature of MIDCO lamps. The fixture is formed with a parabolic reflector of high reflecting value above and behind the fluorescent lamp, and a diffusing reflector of low reflecting value in the front.

58 Sun Rubber Company announces three new rubber office specialties: furniture shoes, both the round and the square type in eight sizes. These help protect the floor coverings and prevent skidding on marble surfaces. The second item is of special interest to the ladies—a rubber desk guard placed at contact points to prevent splintering; but more particularly, as the company says, "torn clothing, such as the stenographer's hose, is thus banished."

A third specialty is the new, rubber chair protector that prevents marring not only of the chair, but of desks and walls as well. Three different types are available for chair arms, edges, and back.

59 A new and improved Hold-the-Phone device is now available. Its new, thick, all-felt model with neoprene rubber finish does not slip because of the rubber finish. It fits any French type of telephone; and it allows both hands to be free for making notes, writing orders, and taking dictation over the phone. Bainbridge, Kimpton & Haupt handle this device.

60 A newly improved simulated leather known as Terekan 12 that strongly resembles genuine leather in many respects has just been announced by the Athol Manufacturing Company.

Terekan 12 will definitely facilitate manufac-

turing problems, which are now being caused by the scarcity of coated fabrics in the sheeting group, it is said. It is claimed to be particularly suitable for linings for loose-leaf book covers, notebooks, and similar items.

61 Here's a bookrack—the Ful-Vue, it is called. Some months ago we mentioned it, but now we are able to give you this illustration.



62 Stencilite attachment is now offered by Pengad Manufacturing Company. It is a plastic attachment for typewriters designed to facilitate the cutting of stencils. Through this device, the makers claim, the stencil may be read almost as easily as ordinary typewriting on a white sheet of paper.

The attachment consists of a transparent Lucite cylinder, an oval-shaped housing, and a 25-watt standard electric light bulb. Encased in the phenolic housing, the cylinder forms a window through which to view the stencil. The attachment fits over the carriage of the typewriter in such a way as to allow plenty of room for the carriage to revolve freely. When the device is in place, the light glows from beneath the wax impression sheet and shows through the tiny cuts made by the typewriter, illuminating each letter. A feature of the device is that it need not be removed after the stencil has been cut, and its makers say it will not interfere with typing of a general nature.

A. A. Bowle

May, 1946

The Business Education World

270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

57, 58, 59, 60, 61, 62

Name

Address

HOW TO TEACH SHORTHAND" seems to be an endless topic, perpetually with us; but from all the discussion, there comes, every now and then, some statement or suggestion that opens up new thinking and new points of view. We can, therefore, hope that we are approaching our goal of making the learning of this fascinating subject more pleasant and easier.

In a recent article,¹ Louis Leslie posed the question as to how much of the core of the shorthand vocabulary the student should attempt to memorize; he suggested that it should be only a very small amount. I completely agree. It would be hopeless for anyone to memorize any great amount; but it is not especially difficult to learn the principles underlying word formation in shorthand, just as these are learned in connection with English or any other language. With a knowledge of the principles, many words may be learned sufficiently well to be written almost automatically when they occur in dictation, although they have not been consciously memorized; and completely new words may be written more readily if a sound knowledge of principles is "on tap" to aid in their formation.

One factor that may sometimes have been overlooked in this connection is that the teaching of other subjects in the curriculum has changed in many ways that indirectly affect the teaching of shorthand. It happens that I had an English teacher who had a hobby for word study; consequently we all learned something about word derivation, word formation, and other related elementary material in the general field of semantics not so often taught today, particularly in the public schools. I believe that I quite unconsciously applied this previous study of word formation to my own study of shorthand. I know that in teaching shorthand I have used this knowledge to good advantage.

THERE are many points in the shorthand course where the learning of word-formation principles may be introduced. It is even possible to begin with the first group of brief forms by suggesting that they are simply abbreviations with the strong sound being the

SHORTHAND— Constructed or

only one written, and that the strong sound is the main or basic part of these short words. Whenever a group of prefixes or suffixes is introduced, an ideal opportunity is presented for work in the study of word building. Many students, even at the college level, are sadly uninformed on these matters; I sometimes have had first to teach the difference between a suffix and a prefix before going on to the shorthand work. The transition is easily made through illustrations of English words. For example, the root word *form* may have the suffix *tion* added, and then a prefix makes *inform* and *reform*, *information* and *reformation*, and so on. Write these syllables separately on the board, write the shorthand above them, breaking it down into its component parts—the students quickly see that shorthand is not something to memorize, but something to understand and to learn through that understanding. This is in fact quite similar to a popular technique in the teaching of shorthand phrasing; it applies equally well to shorthand word outlines themselves.

Students who have begun to comprehend shorthand from this point of view will soon develop the ability to "think in shorthand"; they will ask questions that show that they are grasping the relationships within the system and between shorthand and English; and, because they have acquired this understanding, the students will then be able to write shorthand outlines without the need for memorizing them.

How are we to teach shorthand so that students will find theory principles easy to understand and apply?

One approach has been referred to in an earlier paragraph about brief forms being abbreviated to the most strongly sounded part of the word. If students are constantly reminded that in shorthand we write as little as possible

Construction ability

¹ Louis A. Leslie, "Shorthand Significance of the Rinsland Vocabulary Study," *Business Education World*, December, 1945, pages 207-210.

Memorized?

and still be able to read what we have written, the teacher will have no difficulty in making clear the fact that this same principle underlies the formation of many groups of outlines besides the ones in Chapter Nine of the Gregg Manual, which are commonly called the "abbreviated words." The omission of short *u* and *ow* in words like *brush* and *brown* and final *t* or *d* in many words, most of the blends and others of these types, belong definitely in the category of abbreviated words—abbreviated by omitting all but the main sounds of the word. Try telling your students that they are now studying another method of writing less and still less than in longhand; and, because this is a way to avoid work or because the constant addition to the list of short cuts is intriguing, most students are interested and consequently learn.

ANOTHER thing we can do is to give new-matter dictation almost from the start. This may even be done on the first day in class. If the book has the sentence, "He will go," then also dictate "Will he go?" The students may not have learned as yet the sign for a question mark, but that is not important; the crucial point is that they have written from dictation something that they could not copy *exactly* from the book. True, they had their books open and may even have looked for a particular outline; but they combined the outlines for themselves. In the same way, before the end of the first week, give a few, simple, new-matter sentences every day, sentences containing a few words never seen before. At times preview some of these, but make a point of not previewing all of them. After they are written once, then by all means put outlines on the board, so that students can check their own work; then redictate and follow the usual routines for establishing skills and habits. But

let the students, when writing new outlines, *think* about the theory that underlies them. This is, of course, the good, old "learn by doing" technique. The students will make mistakes, but they will also learn; and later they will take new-matter dictation like lambs and often be able to read back quite satisfactorily, although they may have an occasional outline that is not perfect. They will be learning the principles and can apply these later to many new words in classwork and eventually on the job. As Mr. Leslie states it, "The student's training must be directed toward the acquiring of facility in outline construction, rather than any attempt at memorization of forms."²

With a thorough knowledge of principles and practice in applying them, the student is ready for dictation that will include the wide variety of words that he will meet in actual business dictation. "When a relatively limited word-frequency study shows almost 15,000 nontechnical words, there can be no question of the folly of limiting the connected matter used for shorthand teaching or shorthand dictation practice to any restricted list of one, two, or three thousand words."³

The first time I saw a dictation text intended for second-year students being used on the college level, I was, frankly, horrified. In one of the last lessons, mind you, for students almost ready for a job, there appeared in the vocabulary preview the outline and transcription for the word *cat*. I would be ashamed of my teaching if a majority of my first-year students failed, after say three or four weeks, to write from suitably slow dictation this word as a new one never before written or read. There is nothing in the shorthand theory for such a word that students at that stage should find difficulty in applying to an entirely new word. In this new-matter dictation, I would make certain that students are getting a constantly increasing number of new and unfamiliar words—of course with the difficulty suitably adjusted to the stage of their mastery of theory and principles.

I AM, therefore, wholeheartedly in accord with the suggestion that students can memorize only a small core of shorthand outlines; and I believe it is one that can be readily

gives shorthand speed.

² Op. Cit., p. 208.

³ Loc. Cit.

incorporated into our shorthand teaching. This small core of special brief, or short, forms should be memorized thoroughly with the good, old, drill-until-overlearned technique; and then beyond that core, the principles on which the shorthand system is based must be presented and made clear and also fascinating (this is the challenge), so that the students can write other words from theory whenever the need arises.

That is the recipe I offer for what it may be worth. It has been helpful in classes I have taught, and dictation teachers who took over these theory groups have reported that they had to do less theory review than with other students. I do not know to what extent or how widely this plan could be adopted; I should be interested to know if other teachers have used it and the results they have observed.

Our Contributors

• Alvin M. Amster, whose article "Help Your Substitute" is on page 488, has his B.A. from Western Reserve University, Cleveland, and is now working for his M.A. Mr. Amster served in the Army from April, 1942, to December, 1945. He has returned to his former position as a substitute teacher in the Cleveland public schools.

• Albert R. Brinkman, business educator abroad, did not go to Japan for the B.E.W. but made a good job of reporting what he saw there for our readers in his article, "Business Education in Japan," page 474.

• Viola DuFrain, professor of commerce and acting chairman of the Commerce Department in the Northwest Missouri State Teachers College, Maryville, received her doctor's degree from the University of Chicago. Doctor DuFrain, in her article, "Which 'Speed-Accuracy' Emphasis?," on page 478, attempts to clarify one little area of the problem with which she dealt in her doctoral thesis.

• Mary F. Dunstan (M. S. in retailing, New York University) has conducted courses in merchandising in the School of Business at Russell Sage College since last September.

In preparing "The Case Method," page 477, Miss Dunstan drew upon a rich business experience. After graduating from Florida State College for Women, she had considerable experience in accounting and office management with business houses, becoming office manager for the Flagler Hospital in St. Augustine, Florida, in 1937. Subsequently she had retail experience in Greensboro, North Carolina, and in New York City, including supervised store service in Ohrbach's Inc. and B. Altman & Company.

Before joining the staff at Russell Sage College, Miss Dunstan was teacher and co-ordinator of retailing at the Williams Memorial Institute in New London, Connecticut.

• Marjorie Fitch holds an A.B. from the University of Texas, an M.A. from Syracuse Uni-

versity, and is studying at New York University for her Ph.D. Her article, "Shorthand—Constructed or Memorized?" appears on page 496. Miss Fitch is a member of Pi Lambda Theta, Delta Pi Epsilon, and A.A.U.W....

• Joseph Gruber, Central Commercial High School, New York, is now taking his Ed.D. at New York University, after having received his B.B.A. and M.B.A. from St. John's University. He is a member of Delta Pi Epsilon and Phi Delta Kappa; treasurer of the Commercial Education Association of New York City; and director of publicity of the Eastern Commercial Teachers Association. Mr. Gruber's article, "Build a Bookkeeping Laboratory," is on page 492.

• Helge Kokeritz, professor of English in Yale University, is a dynamic speaker, internationally known as an authority on old English, shorthand, and Shakespeare. He merges these interests in his article, "Hamlet and Shorthand," on page 483.

• Edward D. Kramer, Long Island City High School, New York, holds his B.S. and M.S. from New York State College for Teachers. He is a member of the Eastern Commercial Teachers Association and other commercial education associations. Mr. Kramer has written several articles, among which is "Shorthand Review on Student Errors" on page 486.

• W. W. Renshaw, well-known author of "Gregg Dictation and Transcription," has long been a champion for full attention to transcription. His report "Where Do We Stand in Transcription," page 465, indicates that more and more teachers and administrators are sharing his point of view.

• Sister M. Therese, O.S.F., Madonna High School, Aurora, Illinois, writes on "Switchboards in Your Classroom," page 480. Sister Therese has her A.B. from DePaul University and her M.A. from the University of Notre Dame.

School News and Personal Items

HAROLD E. SHAPIRO, who owned his own business at twenty-two and a retail-store chain at twenty-six, has been appointed supervisor of distributive education in Massachusetts.

He will bring to the Massachusetts State Department of Education, in addition to his wide personal knowledge of business ownership and management, the benefits of a broad business acquaintanceship and extensive teaching experience.

Mr. Shapiro is president of the New England Retail Toilet Goods Association, and is also editor of "Beauty News," the trade journal of that association.

WARREN G. MEYER has returned from service with the Navy to resume his responsibilities as Kansas state supervisor of distributive education. During the war, Mr. Meyer (then Lieutenant Meyer) saw over two years' duty in the southwest Pacific and South America as an armed guard commander. This summer he will join the faculty of Kansas State (Emporia) Teachers College to give classes in distributive education training.

HARRY Q. PACKER has resigned his position as supervisor for distributive education in Middlesex County, New Jersey, to accept the appointment of state supervisor of distributive education in West Virginia.

Mr. Packer has long been a leader in retail training. His motion picture, "Distributive Education Comes to Millville," not only aided in the development of the program he was supervising in the Millville, New Jersey, schools, but also earned for him national attention when the film was shown at the 1944 convention of the A.V.A.

CECIL E. STANLEY has returned to his position as state supervisor of distributive education in

Nebraska after serving in the Navy as a CIC officer in a tour of duty that included twenty-five months in the Pacific.

Mr. Stanley will teach this summer at Kansas State Teachers College, Emporia. His subject: Distributive Education.

M. FRED TIDWELL is out of the Navy and is continuing his work toward his doctorate at Stanford University. Mr. Tidwell completed nearly two years of sea and overseas duty in the Pacific, and reached the rank of Lieutenant Commander before he was released from active duty. He will go to Oklahoma University next fall as head of the Business Teacher-Training Department.

DR. CECIL PUCKETT has been promoted by the University of Denver to the position of director of curriculum and instruction of the School of Commerce. He is also director of summer-session classes and head of the Department of Business Education.

Doctor Puckett, a graduate of Indiana State Teachers College, Terre Haute, Indiana, and of the University of Colorado, taught in the Ball State Teachers College and Indiana University before joining the faculty at Denver. He served as president of the Department of Business Education of the N.E.A. from 1942 to 1944.

J. ANDREW HOLLEY, recently released to inactive duty with the rank of Lieutenant Commander, has resumed his position as head of the Business Education Department at Oklahoma A. & M. College. Mr. Holley served in the Navy for three and a half years.

C. K. REIFF acted as head of the department in Mr. Holley's absence. Mr. Reiff will continue on the staff, teaching courses in distributive and business education.



HAROLD SHAPIRO



WARREN MEYER



HARRY PACKER



CECIL STANLEY

• **DR. ROBERT C. WILLIAMS** has succeeded C. M. YODER as president of the State Teachers College at Whitewater, Wisconsin.

Mr. Yoder resigned on March 5, after having been president of this well-known business - teacher training college for sixteen years. Mr. Yoder taught in Minneapolis, Milwaukee, and Eau Claire high schools before joining the Whitewater faculty.



ROBERT C. WILLIAMS

Doctor Williams comes to Whitewater from the State Teachers College at Superior, Wisconsin, where he was acting president. He has a broad background of education, experience, and administrative training. He received both his M.A. and his Ph.D. at Iowa State University. He has served Iowa as state director of research for nine years and as superintendent of schools in the three Iowa cities of Kalona, Lamont, and Jesup.

• **RAY G. PRICE** and **CARL H. CUMMINGS** have accepted appointments to the faculty at Northwestern University for the coming summer session, **ALBERT C. FRIES**, director of business education of that university, has announced.

Doctor Price, well known in business education as an authority in general-business and consumer-education training, will teach graduate courses in the School of Education.

Mr. Cummings, a member of the secretarial-science faculty at Southern Methodist University, will offer secretarial courses in the School of Commerce.

• **JEANNETTE WINTER** has the pleasant duty of supervising commercial education in the Hawaiian Territory.

Miss Winter holds degrees from the University of Minnesota and the University of Southern California and previously taught in Minnesota, Montana, and the State College of Washington.

• **DR. M. HERBERT FREEMAN** has been appointed to the summer-session staff at Pennsylvania State College, which is inaugurating its first program of business education on a graduate level. He will teach courses dealing with curricula and improvement of instruction in basic business subjects.

Doctor Freeman is well known as a teacher, author, editor, and speaker. He is head of the Department of Business Education at New Jersey State Teachers College in Paterson; co-author

of a bookkeeping text; a feature writer for the *BUSINESS EDUCATION WORLD*; editor of the *Business Education Index*; and newly appointed editor of the E.C.T.A.-N.B.T.A. 1947 yearbook, "The Business Curriculum."

• **JOHN C. CROUSE**, recently discharged from the Army, and now serving with the Veterans Administration in Washington, will give two courses at Teachers College, Columbia University, during the coming summer session. He will join the faculty as an associate in business education in the fall.

• **PAUL M. HARROD** has been appointed manager of the School Department of the A. B. Dick Company, manufacturer of the Mimeograph duplicator and duplicating supplies.

Mr. Harrod returns to the company, with which he was associated for many years, after having served in the Navy. He has had experience in both public-school teaching and university work.

The objective of Mr. Harrod and his department will be to help schools solve their duplicating problems and to increase the usefulness of the company's products for schools.

• **C. W. WOODWARD**, executive secretary of the American Association of Commercial Colleges, has announced that his organization has assumed the sponsorship of the International Honor Society for Business Education.

• **DR. K. B. HAAS**, of the U. S. Office of Education, becomes Retail Training Director for Montgomery Ward beginning May 15. His headquarters will be in Chicago, Illinois.

• **MRS. HELEN SITTLE** is now executive secretary for the Oklahoma State Board of Regents for Agricultural Colleges. Mrs. Sittle was an instructor in the U. S. Naval Training School for Yeomen at Stillwater, Oklahoma.

• **G. HENRY RICHERT**, Regional Agent in Distributive Education, U. S. Office of Education, has been appointed an instructor in the summer session of Teachers College at Columbia University. Mr. Richert will conduct a course in methods and materials in distributive education. The course, which will be offered from July 8 to July 26, will carry graduate credit.

Mr. Richert, the author of a textbook on retailing, has had thirteen years of business experience and for eight years served as supervisor of the co-operative-training program in the Rockford, Illinois, High School.



Summer School Directory Supplement

Many schools that will offer business-teacher training and content subjects this summer were listed in the April B.E.W. Here is a supplementary list.

ALABAMA

STATE TEACHERS COLLEGE, Jacksonville. Two terms: June 3-July 12; July 15-August 16. Houston Cole, President; Lucille Branscomb, Department Head.

ARKANSAS

UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 4-July 16; July 17-August 23. Henry Kronenberg, Director; Mrs. Pearl E. Green, Department Head.

COLORADO

ADAMS STATE COLLEGE, Alamosa. Two terms: June 10-July 16; July 17-August 23. Dr. Ira Richardson, Director; Maurice Weisberg, Department Head.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 14-July 20; July 22-August 24. Dr. Harl R. Douglass, Director; Helen B. Borland, Department Head.

CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. Two terms: June 4-July 26; July 29-August 30. Dr. H. D. Welte, Director; Harold M. Perry, Department Head.

FLORIDA

JOHN B. STETSON UNIVERSITY, De Land. June 17-August 23. Dean H. C. Garwood, Director; Curtis C. Horn, Department Head.

GEORGIA

GEORGIA SOUTHWESTERN COLLEGE, Americus. Two terms: June 17-July 23; July 24-August 28. Dr. Peyton Jacob, Director; Alfred P. Koch, Department Head.

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 17-July 23; July 24-August 28. Dean Hoy Taylor, Director; Donald C. Fuller, Department Head.

UNIVERSITY OF GEORGIA, Athens. Two terms: June 17-July 23; July 24-August 28. Dean A. B. Biscoe, Director and Department Head.

IDAHO

UNIVERSITY OF IDAHO, Moscow. June 17-July 26. J. Frederick Weltzin, Director; Dean Ralph Farmer, Department Head.

UNIVERSITY OF IDAHO, Southern Branch, Pocatello. June 8-August 12. H. C. Goggins, Director and Department Head.

ILLINOIS

DE PAUL UNIVERSITY, Chicago. June 17-July 26. Loretto R. Hoyt, Director and Department Head.

INDIANA

MANCHESTER COLLEGE, North Manchester. Two terms: June 3-July 5; July 8-August 9. Carl W. Hall, Director; Wilbur J. Abell, Department Head.

IOWA

LORAS COLLEGE, Dubuque. June 22-August 2. F. J. Houlahan, Director; M. L. Becker, Department Head.

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. June 3-August 2. Dr. E. R. McCartney, Director; Dr. George Heather, Department Head.

KENTUCKY

BOWLING GREEN BUSINESS UNIVERSITY, Bowling Green. Two terms: June 10-July 13; July 15-August 17. J. Murray Hill, President; W. L. Matthews, Dean.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. Two terms: June 5-July 13; July 15-August 17. Dr. W. J. Moore, Director and Department Head.

LOUISIANA

SOUTHWESTERN LOUISIANA INSTITUTE, Lafayette. July 1-August 30. Dean M. D. Doucet, Director; Herbert Hamilton, Department Head.

MASSACHUSETTS

BOSTON UNIVERSITY, SCHOOL OF EDUCATION, Boston. July 8-August 17. Atlee L. Percy, Director.

MICHIGAN

MICHIGAN COLLEGE OF EDUCATION, Mount Pleasant. July 2-August 9. Judson W. Foust, Director; Frank E. Robinson, Department Head.

UNIVERSITY OF MICHIGAN, Ann Arbor. Two terms: July 1-August 10; July 1-August 23. Dean L. A. Hopkins, Director; Dr. J. M. Trytten, Department Head.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 5-July 11; July 11-August 16. W. M. Kethley, Director; Dorothea Chandler, Department Head.

MISSOURI

ST. LOUIS UNIVERSITY, St. Louis. June 24-August 3. Rev. Paul C. Reinert, S. J., Director; Rev. Bernard W. Dempsey, S. J., Department Head.
WASHINGTON UNIVERSITY, St. Louis. Two terms: June 17-July 26; July 29-August 31. Frank L. Wright, Director.

MONTANA

UNIVERSITY OF MONTANA, Missoula. June 17-August 23. Dr. James W. Mauker, Director; Mrs. Brenda F. Wilson, Department Head.

NEBRASKA

NEBRASKA STATE TEACHERS COLLEGE, Chadron. June 3-August 2. Dr. W. G. Brooks, Director; Maude Ummel, Department Head.

NEW JERSEY

NEW JERSEY STATE TEACHERS COLLEGE, Upper Montclair. Two terms: May 22-July 3; July 8-August 16. Dr. Harry A. Sprague, Director; Horace J. Sheppard, Department Head.

NEW YORK

FORDHAM UNIVERSITY SCHOOL OF EDUCATION, New York. July 6-August 14. Rev. John F. Dwyer, S. J., Director.
LONG ISLAND UNIVERSITY, Brooklyn. Two terms: June 10-July 19; July 22-August 30. Hugo C. Wendel, Director; Murray Banks, Department Head.
NAZARETH COLLEGE, Rochester. July 3-August 15. Sister Teresa Marie, Director; Elizabeth Fake, Department Head.
NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 1-August 10. Dr. Milton G. Nelson, Director; George M. York, Department Head.
NIAGARA UNIVERSITY COLLEGE OF BUSINESS ADMINISTRATION, Niagara University. Two terms: June-July; August-September. Rev. Arthur deC. Hamilton, C. M., Director; Charles J. Edgette, Department Head.

NORTH CAROLINA

THE UNIVERSITY OF NORTH CAROLINA (Woman's College), Greensboro. June 6-July 19. Dr. Rowena Wellman, Director; Vance T. Littlejohn, Acting Department Head.

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 10-August 2. Charles E. Scott, President; L. G. Pulver, Department Head.
STATE TEACHERS COLLEGE, Mayville. June 10-August 2. Dr. J. W. Headley, Director; Gena Ostby, Department Head.

OHIO

BALDWIN-WALLACE COLLEGE, Berea. July 8-August 30. Dean Myron F. Wicke, Director; Erwin B. Cochran, Department Head.
WILMINGTON COLLEGE, Wilmington. Two terms: June 10-July 12; July 15-August 16. Sarah F. Castle, Registrar; Evalyn Hibner, Department Head.

PENNSYLVANIA

BEAVER COLLEGE, Jenkintown. June 10-July 19. Dr. Ruth L. Higgins, Director; John A. Wallace, Department Head.
GENEVA COLLEGE, Beaver Falls. Two terms: June 10-August 10; August 12-August 30. Dr. Robert M. Haley, Department Head.
VILLA MARIA COLLEGE, Erie. Sr. M. Doloretta, Director; Esther Carlin, Department Head.
WESTMINSTER COLLEGE, New Wilmington. Two terms: June 10-July 12; July 16-August 23. Dr. Albert T. Cordray, Director; Robert F. Galbreath, Jr., Department Head.

TENNESSEE

STATE COLLEGE, Murfreesboro. Two terms: May 27-July 6; July 8-August 16. Dean N. C. Beasley, Director; Elwin Midgett, Department Head.

TEXAS

NORTH TEXAS AGRICULTURAL COLLEGE, Arlington. Two terms: June 3-July 13; July 14-August 24. Dr. E. H. Hereford, Registrar.
SOUTHERN METHODIST UNIVERSITY, Dallas. June 28-August 28. Dr. C. A. Nichols, Director; Mrs. Virginia Baker Long, Department Head.
UNIVERSITY OF HOUSTON, Houston. Two terms: June 4-July 12; July 15-August 23. Jean D. Neal, Director.
UNIVERSITY OF TEXAS, Austin. July 1-August 31. Dean J. Anderson Fitzgerald, Director; Florence Stullken, Department Head.
WEST TEXAS STATE TEACHERS COLLEGE, Canyon. June 4-August 13. Dean R. P. Jarrett, Director; Dr. Lee Johnson, Department Head.

UTAH

BRIGHAM YOUNG UNIVERSITY, Provo. June 10-August 23. Dean A. C. Lambert, Director; Dean A. Peterson, Department Head.

VERMONT

UNIVERSITY OF VERMONT, Burlington. July 8-August 16. Bennett C. Douglass, Director.

WASHINGTON

STATE COLLEGE OF WASHINGTON, Pullman. June 10-August 2. Dr. J. Murray Lee, Director.

WEST VIRGINIA

BLUEFIELD STATE COLLEGE, Bluefield. Two terms: June 10-July 13; July 15-August 17. Dean G. W. Whiting, Director; Theodore Mahaffey, Department Head.
UNIVERSITY HIGH SCHOOL, Morgantown. June 5-August 9. Dr. A. J. Dadisman, Director; Miriam Mahl, Department Head.
WEST VIRGINIA STATE COLLEGE, Institute. Two terms: June 10-July 13; July 15-August 17. Dr. H. H. Ferrell; R. J. Anthony, Department Head.
WEST VIRGINIA WESLEYAN COLLEGE, Buckhannon. Two terms: June 3-July 12; July 15-August 23.

CANADA

BRITISH COLUMBIA DEPARTMENT OF EDUCATION, Victoria, B. C. July 2-August 2. Dr. C. B. Conway, Director.

LAVAL UNIVERSITY, Quebec, Quebec. June 27-August 2. A. M. Parent, Director.
 MCGILL UNIVERSITY, Montreal, Quebec. June 27-August 9. J. L. Darbelnet, Director.
 UNIVERSITY OF ALBERTA, Edmonton, Alberta: July 3-August 13. H. E. Smith, Director.
 UNIVERSITY OF OTTAWA, Ottawa, Ontario. June 29-August 6. Rev. Henri Poupart, Director.
 UNIVERSITY OF SASKATCHEWAN, Saskatoon, Saskatchewan. July 2-August 9. Dr. J. F. Leddy, Director.

HAWAII

UNIVERSITY OF HAWAII, Honolulu. Jeannette Winter and Orda Mawhor, Directors.

Inter-American Calendar May

- 1 National Child Health Day.
- 2 Camden County C.T.A. meets in Lindenwald, New Jersey.
- 3 Biennial Teachers Institute, Pittsburgh Diocese, Soldiers Memorial. (3-4)
State Audio-Visual Education Institute, Institute, West Virginia. (3-4)
- 4 Western Washington C.T.A. meets in Seattle.
- 5 El Cinco de Mayo, Mexico's national holiday since 1862.
- 6 1856—Birthday of Robert E. Peary, discoverer of the North Pole.
- 10 Detroit Commercial Teachers Club meets in Detroit.
- 11 Pennsylvania B.E.A. spring meeting at Coatsville High School.
- 12 Mother's Day, observed annually since 1914.
- 15 1918—First regular air-mail service in the world begun by United States.
- 17 Teacher Institute, Brooklyn Archdiocese, Cardinal Hays High School. (17-18)
- 18 National Flag Day in Haiti.
- 20 Cuba's Independence Day and presidential inauguration day.

Do Not Forget

If you change your school location or desire to receive the B.E.W. at some other address in the new school year, be sure to notify the Circulation Department well in advance so that you may receive all issues upon publication.

Because of the many changes in our mailing list at the beginning of each new school year, we have been compelled to supply hundreds of extra issues.

In the future we shall have to charge 20 cents for each extra issue supplied, and no duplicates will be sent unless they are specifically requested.

Items for this calendar must be received by the Calendar Editor, BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York, six weeks prior to the issue in which publication is desired.

- 21 1506—Christopher Columbus died in relative obscurity in Spain.
- 22 National Maritime Day, celebrated annually since 1935.
- 25 Twenty-fifth annual shorthand contest at Hotel Pennsylvania, New York City.
- 26 1824—Independence of Brazil recognized by the United States.
- 27 1586—Sir Francis Drake destroyed Spanish fort at St. Augustine.
- 30 Memorial, or Decoration Day, in honor of American hero dead.
- 31 Catholic B.E. of N.Y.C., Cardinal Hays High School, New York City.
- 31 B.E.A. of New York State (private schools), Hotel New Yorker, N.Y.C.

June

- 2 NOMA Convention, Hotel Stevens, Chicago. (2-5)
- 8 Oregon Association of Licensed Business Schools, in Portland.
- 17 National Association of Cost Accountants meet in New York City. (17-19)
- 28 Northwestern University Annual Conference, Evanston, Illinois.

MAY BOOKKEEPING CONTEST

MILTON BRIGGS

HERE is the final problem in a series of contests designed to stimulate interest in all bookkeeping classes. Solution of this contest problem will require not more than one or two class periods and will provide a welcome change from textbook routine. The problem may be assigned for homework, or for extra credit.

An impartial board of examiners in New York City will grade all papers submitted in this contest, and a two-color Certificate of Achievement will be sent to each student who submits a satisfactory paper. THE BUSINESS EDUCATION WORLD will distribute cash prizes, as described below, for the best student solutions of this contest problem. All information necessary for participation in the contest is given here.

The Bookkeeping Contest Rules

1. Have your students work the bookkeeping problem which follows these rules. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The problem is so short, however, that it can be dictated or written on the blackboard.

2. Send all solutions by first-class mail or by express to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, N. Y.

3. With your papers, send a typed list in duplicate of the names of the students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate, and "C" for a Superior Certificate. Certificates must be earned in order.

4. Remit 10 cents for each paper. This fee covers in part the cost of examination, printing, two-color Certificates of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers that you consider the best, and place these on top of the papers you send in. They will be considered for the award of prizes. (Teachers who do not wish to submit

papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes in each division as follows: \$3, first prize for the best solution submitted; \$2, second prize; and prizes of 50 cents in savings stamps for other outstanding papers.

7. Each paper submitted must have this data in the upper right-hand corner; student's name in full, name of school, address of school, teacher's name in full.

8. All acceptable papers become the property of the BUSINESS EDUCATION WORLD. Papers not meeting certification standards will be returned with errors indicated.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is June 14, 1946. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prize winners will be announced in a later issue of the B.E.W., and prizes will be mailed as soon as possible after the judges have decided upon the prize winners.

BOOKKEEPING CONTEST—TEST CHART FOR REVIEW OF JOURNALIZING AND CLASSIFICATION OF ACCOUNTS

No.	The Transaction	Book of Original Entry Used	Account Debited	Account Credited	Reason	Classification of Account	Financial Statement
1	We invest money in a business.	Cash Receipts Journal	Cash	X	+	Asset	Balance Sheet
			X	Capital	+	Proprietorship	Balance Sheet
2	We buy merchandise on account.	?	?	X	?	?	?
			X	?	?	?	?

HERE IS THE MAY PROBLEM

THE purpose of this contest is to provide teachers with a student test that will review two of the most important principles in bookkeeping—journalizing and the classification of accounts. In solving this contest problem, students have an opportunity to earn one of the three Certificates of Achievement awarded by the BUSINESS EDUCATION WORLD; teachers have an opportunity to test their teaching.

Please read the following introductory paragraphs to your students:

In any bookkeeping system, large or small, there are six groups, or classifications, of accounts—Assets, Liabilities, Proprietorship, Income, Cost, and Expense. Three of the six groups of accounts—Assets, Liabilities, and Proprietorship—are used in the construction of the Balance Sheet; the three other groups—Income, Cost, and Expense—are used in the Profit and Loss Statement.

Every business transaction that occurs affects at least two accounts. An asset account must be debited when it is increased, and credited when it is decreased. A liability account must be debited when it is decreased, and credited when it is increased. The rules for debiting and crediting a proprietorship account are the same as those for a liability account.

An income account must be debited when it is decreased, and credited when it is increased. A cost account must be debited when it is increased, and credited when it is decreased. The rules for debiting and crediting an expense account are the same as those for a cost account.

DIRECTIONS TO STUDENTS

ASSIGNMENT A—For a Junior Certificate

Rule a form for the review chart like the one your teacher has illustrated on the blackboard, and record transactions 1-10 inclusive as your teacher dictates them. Then fill in all spaces. Use pen and ink. Do not abbreviate account titles, names of books, or statements. In the column headed "Reason," indicate increases in accounts by a plus sign; indicate decreases by a minus sign.

Here are the names of the books of original

entry you are to use in column 3 of the review chart: Purchases Journal, Sales Journal, Cash Receipts Journal, Cash Payments Journal, General Journal. (It is assumed that all are simple journal forms, not columnar journals.)

Here are the only account titles you are to use in columns 4 and 5 of the review chart: Cash, Accounts Receivable, Notes Receivable, Office Equipment, Office Supplies, Accounts Payable, Notes Payable, Capital, Sales, Interest Income, Purchases, Interest Expense, Rent Expense.

ASSIGNMENT B—For a Senior Certificate

Follow directions for Part A, *but* use transactions 11-20 inclusive instead of transactions 1-10.

ASSIGNMENT C—For a Superior Certificate

Follow instructions for Part A, *but* use all transactions, 1-20 inclusive.

The transactions to be recorded on the bookkeeping contest review chart—

1. We invest money in a business.
2. We buy merchandise on account.
3. We return merchandise bought on account.
4. We sell merchandise on account.
5. A customer returns merchandise sold him on account.
6. We buy merchandise for cash.
7. We sell merchandise for cash.
8. We pay a creditor for merchandise bought and previously charged.
9. A customer pays us for merchandise previously charged.
10. We receive a note from a customer.
11. We receive a check in payment for a note.
12. We give a note to a creditor.
13. We send a check to pay our note.
14. We receive a check in payment for interest on a note.
15. We pay interest on an overdue account.
16. We, the proprietors, withdraw cash from the business.
17. We purchase a typewriter on account.
18. We pay rent by check.
19. We buy office supplies on account.
20. We sell a used typewriter for cash.

May Transcription Tests

CLAUDIA GARVEY

TRANSCRIPTION TEST FOR THE JUNIOR CERTIFICATE

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 20 words each.

Letter No. 1: Mr. Lloyd Cross, George Washington Hotel, Butte, Montana. Letter No. 2: Miss Christine Bowers, 12 Chester Lane, Ramsey, Montana.

(DICTATE AT 80 WORDS A MINUTE)

Letter No. 1. Dear Mr. Cross: The Charity Club of the United Church League is now making plans for its annual bridge and / tea.

The arrangements committee has decided to hold the bridge on Saturday, June 22, and would like / to have your quotation. Could you reserve the Terrace Room for our exclusive use from two to six, and how much would / you charge for each person? We wish to serve small, fancy sandwiches and some kind of cake.

We expect at least 300 (1) guests; and if advance sales indicate that we shall have a larger attendance, we shall be sure to advise you. / We understand the Terrace Room will comfortably hold 500 persons.

Please let us hear from you promptly, so that we / can have our invitations and programs printed without delay. Cordially yours,

Letter No. 2. Dear Miss Bowers: The Charity / Club is planning a bridge and tea for Saturday, June 22. Arrangements have not yet been completed, but (2) we expect that the affair will be held in the George Washington Hotel.

You have so graciously offered your / services for other affairs that we wonder if we can impose on you once more.

We should like to have you play two / or three selections during the afternoon and shall leave it to you to prepare the program. Yours very truly, (240 standard words, including addresses)

TRANSCRIPTION TEST FOR THE SENIOR CERTIFICATE

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letter No. 1: Miss Jane Olson, Y.W.C.A., Butte, Montana. Letter No. 2: Mr. Thomas Wilde, 16 Main Street, Buxton, Montana. Letter No. 3: Hickman Jewelry Mart, 6 Cody Street, Butte, Montana.

(DICTATE AT 100 WORDS A MINUTE)

Letter No. 1. Dear Miss Olson: The Charity Club of the United Church League will conduct a bridge and tea on Saturday, June 22, in the Terrace / Room of the George Washington Hotel.

We know we can depend on you to co-operate in every way to insure the success of / this event. Will you please see that the poster delivered to you with this letter is effectively displayed in your club rooms?

We feel sure / many of your members will want to attend and are enclosing 100 tickets. Receipts may be turned over to our treasurer at your (1) convenience. Cordially yours,

Letter No. 2. Dear Mr. Wilde: An attractive, printed program has been planned for the annual bridge and tea of the Charity / Club of the United Church League.

We are selling advertising space at \$100 a page. This is an excellent opportunity / for you to call your dress and hat shop to the attention of at least 300 women of this and surrounding communities.

You have / supported our affairs so enthusiastically in the past that we feel certain you will again co-operate with us and at the same (2) time receive some publicity for your shop. We are offering you the first opportunity to place an ad in the program. Please let us / know what page to reserve for you.

The affair is to be held on June 22, and copy for the program is required not later than / June 3. Cordially yours,

Letter No. 3. Dear Mr. Hickman: A bridge

and tea is to be conducted by the Charity Club of the United Church League on / Saturday, June 22. The advance sale of tickets indicates an attendance of approximately 400 women from this (3) city and surrounding towns. We expect to offer an attractive display of door prizes contributed by prominent merchants in this / city. A card giving the name of the merchant and the name and location of his store will accompany each article displayed, and we / shall list each item in the printed program.

We hope to receive a suitable prize from you. Very truly yours, (400 standard words, including addresses)

TRANSCRIPTION TEST FOR THE SUPERIOR CERTIFICATE

Instructions: Spell out all unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 30 words each.

Letter No. 1: Novelty Gift Shoppe, 9 River Street, Woodville, Montana. Letter No. 2: Mr. Jasper Holden, The Daily Star, Butte, Montana. Letter No. 3: Mrs. George Denby, 20 Lake Drive, Rocker, Montana.

(DICTATE AT 120 WORDS A MINUTE)

Letter No. 1. Gentlemen: A bridge and tea under the sponsorship of the Charity Club of the United Church League is to be held on Saturday, June 22, in the / Terrace Room of the George Washington Hotel.

We want 400 individual score cards and 100 matching pads. If it is possible, we should like to have 400 / book matches in the same design. We should like to have the name of the organization imprinted on each of these items.

We plan to offer a double deck of / bridge cards as the table prize. Please let us have your best prices for as varied a selection as possible. We shall want as wide a variety of subjects as we (1) can get, so as not to distribute too many duplicate sets.

Can you arrange to have the cards gift wrapped for us and delivered to the hotel on the afternoon of / the bridge? The individual score cards and pads can be delivered at the same time, but we shall want them by one o'clock because the bridge will start at two. Cordially yours, /

Letter No. 2. Dear Mr. Holden: We are calling on you once more to support one of our activities.

The United Church League will conduct a bridge and tea next month. Several short / paragraphs regarding this affair are enclosed. We hope you will publish these items in your newspaper during the next few weeks. Cordially yours,

Letter No. 3. Dear Mrs. Denby: This (2) is a plea to our members to put forth special effort in support of the annual bridge and tea.

Each member is expected to sell twelve tickets and more, if possible. /

In addition to a table prize of a double set of playing cards, the committee has been fortunate in receiving twenty-five door prizes from leading merchants / of this city.

A string orchestra will provide a musical background during the afternoon; and an entertainment program, consisting of several piano / selections and two songs by our junior choir, with solos by Helen Smith, has been planned.

Ask your friends to pay for their tickets on delivery. We want to avoid (3) collecting at the door, if possible. Cordially yours, (400 standard words, including addresses)

THE TWENTY-FIFTH annual shorthand contest, sponsored by the Gregg Shorthand Teachers Association of New York City, will be held on May 25 at the Hotel Pennsylvania.

When the contest was first held in 1921, only sixty students participated. Last year the number of contestants ran into four figures, and Contest Manager A. A. Bowle estimates that this year's silver jubilee contest will be the largest shorthand contest ever held in the United States. Awards awaiting the contestants include bronze plaques for school competition; gold, silver, and bronze medals for winners in each of the 80, 100, and 120 words a minute events; and certificates of accomplishment for other qualifying participants.

The papers will be checked immediately after the contest, and a report of the winners will be made at the luncheon that follows the contest. Further particulars about the contest may be obtained from A. A. Bowle, Contest Manager, 270 Madison Avenue, New York 16, New York.



Your Professional Reading

M. HERBERT FREEMAN, Editor

1 **BUSINESS EDUCATION IN TRANSITION**, the Fifteenth Yearbook of the Commercial Education Association of the City of New York and Vicinity, 1944-1945. New York University Bookstore, Washington Square East, New York 3, New York. \$2. Editor: Charlotte Deegan Chickering, President of the Association.

The story of business education in the war and a summary of new teaching techniques are presented in forthright fashion in this, the latest, CEA yearbook. The articles are the contributions of speakers at CEA convention meetings and represent an excellent cross section of American business-education thought in the current transitional period.

A total of thirty-eight different articles cover topics ranging from forecasts for the future to specific lesson aids and merit the attention of both school administrators and classroom teachers. Among unique and outstanding contributions are the following:

A remarkable summary of the role played by business education during the war is given by Conrad Saphier, who relates the effect of the war on professional memberships, on income, supplies and equipment, teaching staff, special courses, student body, and instructional problems.

Teachers interested in developing workshop laboratories will appreciate an article by Joseph Gruber. Although Mr. Gruber discusses book-keeping laboratories in specific detail, teachers of other subjects will find an excellent guide for

their workshop programs in other subjects.

One of the best contributions is an article by Lt. Catherine Stevens, (W) USNR, who gives a report on the techniques and procedures she used in the Navy to teach beginning typists to attain a speed of 40 words a minute in 45 clock hours. Her description of keyboard instruction, of dictation drills, and of classroom management is so complete that it can well be used by teachers of training institutions in their courses on type-writing methods.

The problem of instructing handicapped students is treated in two articles on the subject. One is "The Psychological Approach in the Teaching of Handicapped Students," by Marion N. Naughton and Olga L. Sipolin of the New Britain Senior High School. The second contribution is "Electromatic Typing and Transcribing School for the Visually Handicapped," by Michael Supa.

G. I. expectations received attention from two outstanding writers. Louis A. Leslie contributed "The Kind of Teaching the Returned Veteran Will Expect," and W. Harmon Wilson's "Looking Forward" reviewed the same subject.

2 **ADVENTURES IN THRIFT**, by Professor Harry C. McKown, well-known author on extracurricular activities. School Activities Publishing Company, Topeka, Kansas. \$2.

Teachers of junior business training, consumer education, office training, clerical practice, and homeroom sections will welcome this book for its wealth of live and fascinating teaching material.

While the title "thrift" suggests saving money, the stories in this book actually cover such topics as: earning and saving money, saving time, conserving health, buying and utilizing materials, purchasing food and clothing, investing wisely, spending carefully, and giving generously.

Each subject is developed through a series of interesting narratives written in the form of playlets and stories. The material is very well suited for presentation in assemblies, P.T.A. meetings, mock trials, and radio presentations. Although you may pick up the book with the intention of skimming through it, you will find yourself reading story after story just to find out what happens to the various characters in the dramatizations.

3 THE VETERANS BEST OPPORTUNITIES, by Lieutenant Commander Edward R. Fiske, Essential Books Company, 270 Madison Avenue, New York 16, New York. \$2.50.

Fans of the *Reader's Digest* have long awaited a summary of the ideas obtained in that magazine's \$25,000 contest for reports of unusual small enterprises. Here is that summary, printed with a complete review of occupational opportunities in many standard fields of business.

In addition to instructions on the selecting,

locating, and starting of a business, the book offers a wide and stimulating list of possible enterprises, which range from the building of casserole kitchens to salvaging used sacks.

A feature of this guidance source book is a series of experts' descriptions of opportunities in a score of modern businesses.

4 BUSINESS EDUCATION INDEX FOR 1945, edited for Delta Pi Epsilon by M. Herbert Freeman of New Jersey State Teachers College, Paterson, New Jersey. Published by Business Education World, 270 Madison Avenue, New York 16, New York. \$1.25.

As a service to business teachers, administrators, and graduate students, the author has prepared a compilation of more than 3,400 author and subject entries referring to business education articles, textbooks, monographs, pamphlets, and numerous local and state bulletins published during the year. The references were obtained by indexing completely the thirty-five business-education publications or periodicals published in 1945, as well as by reading every article in each

issue of forty-three additional publications on education and business.

Of special value this year are several new sections referring to education for the handicapped, postwar education, social-business training, veterans' education and rehabilitation.

The Index is the most complete source of reference information now available to undergraduate and graduate students, teachers, research workers, administrators, and businessmen interested in business education.

200 Business Teachers Needed

FOR THE FIRST time in the history of the Veterans Administration, a complete educational program will be provided for hospitalized patients, under the supervision of qualified teachers in all major subjects. In announcing the institution of this educational phase of the newly organized Medical Rehabilitation Service, Dr. Paul R. Hawley, chief medical director of the Veterans Administration declared that every patient who enters a VA hospital will have an opportunity to secure accreditable instruction, under a staff of qualified teachers, as a means of aiding his recovery and to help him use his hospitalization period constructively.

Dr. Donald A. Covalt, assistant medical director for Medical Rehabilitation, has named Dr. Eugene H. Hughes to direct this new program. Both commercial and academic subjects will be taught in the Educational Retraining program. Courses in Gregg Short-hand, typewriting, book-keeping, commercial law, business correspondence, and many other business subjects are to be

made available to patients during their period of hospital convalescence. In addition to these business subjects, other educational opportunities in the academic field and shop retraining will be offered in each hospital.

Salaries for business teachers and academic instructors will range from \$2,320 to \$2,960. The minimum experience requirement is two years of teaching in an accredited school. Applications may be made on Civil Service form 57 to any Veterans hospital. Both men and women are eligible to apply.

In addition to the 200 commercial teachers needed, there also are openings in Veterans hospitals for teachers who have had administrative or supervisory experience in reconditioning or convalescent programs of the Armed Forces or in private civilian hospitals. These salaries range from \$3,640 to \$4,300. Inquiries should be addressed to the Veterans Administration, Medical Rehabilitation, Educational Retraining Division, Room 882, Washington 25, D. C.

"This is a real opportunity for experienced business teachers to help the hospitalized veteran find his place in the business world and at the same time to promote his recovery," says Dr. Eugene H. Hughes, new director of the VA educational program.

Additional Comments on Our February Editorial

OUR FEBRUARY editorial, entitled "Budget Problems," has drawn these additional replies, supplementing those published in our April issue:

Grace C. Richardson, of Georgetown, Delaware, writes:

"Teaching in a small town of less than 2,000 persons, I do not have the budget problem your article presented. My classes are always less than thirty and my school superintendent is very cooperative in furnishing needed supplies.

"My school works closely with the community and accepts such projects for the Kiwanis Club, War Bond committees, agriculture office, etc., as addressing envelopes, post cards, duplicating, stuffing envelopes. Here the project is substituted for classwork.

"We receive carbon sheets for all our practice letters from government offices that have forms to discard (out-of-date and unused) which contain carbon sheets inside. Cheap typing paper is used, however. I found that so many students wasted paper when the school furnished it; so I have students buy their own and also their envelopes if no practical work comes in."

Mr. Burmahln, of Lynchburg, Virginia, whose report of teacher reactions to this question of supplies has been quoted, has another problem.

"We recently put in a request for a demonstration table for each typewriting room for the typewriting teacher's use. This is another item typewriting classrooms are minus and that some manu-

facturer could get busy on producing at a reasonable figure."

From Elizabeth, New Jersey, where the problem of supplies has been solved "to a fairly satisfactory degree," comes yet another problem. Foster W. Loso, director of the Department of Business Education, states it thus:

"Getting back to a regular turnover schedule on typewriters is a much more pressing problem for me. Prior to the war approximately \$5,000 a year was allowed by the local Board of Education for the replacement of typewriters on a five-year plan of exchange. The increased cost of typewriters just before the war and the need to absorb the old machines not replaced for three of the war years result in the following: To get back to the old trade-in schedule about \$8,000 a year should be allocated for the purchase of typewriters for the next five years. Because of other equally pressing needed increases in the school budget, this added expenditure may be difficult to 'sell' to the proper appropriating authorities. It is also more of a problem in a school system using the five-year plan than one using the three-year plan.

"All communities have this same problem, but in communities where the exchanges have been made on a three-year plan, the proportionate increase to the old allotment will be exactly double if the schools are returned to the old trade-in practice."

If supplies are one of your most pressing problems, perhaps one of the suggestions here will be of aid in solving it.

Manuscripts Wanted

WE ARE passing on to our readers a cordial invitation extended by M. A. Browning, the new editor of the Business Education Section of the *American Vocational Journal*.

Mr. Browning invites business educators to send him contributions for the A.V.A. Journal so that he may fill his department with the best possible material in the field of business education.

Mr. Browning is state director of distributive education and should be addressed at P. O. Drawer B. B, Capitol Station, Austin 11, Texas.

Position Wanted

WOMAN with A.B. degree, Class A teacher's certificate, and nine years of experience teaching English, French, typing, Gregg shorthand, and general business desires permanent year-round position in a college anywhere in the United States or abroad. University graduate. Write to Box 63, BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York.

U.N. Need Not Lick Its Stamps

THE POST OFFICE of the first "world state" is the first in history to adopt a modern postage-meter stamp (metered mail) before issuing the lick-and-stamp variety.

This meter, which was contributed to the U.N. by the manufacturer, the Pitney-Bowes Corporation, of Stamford, Connecticut, was put in use, March 15.



Traditional stamp collectors may wince, says Pitney-Bowes; but it is true that 72 countries and colonies of the world now use some form of metered mail. These stamps are recognized philatelic items in their own right. Last year, United States metered mail amounted to \$200,000,000—a fifth of all American mail.

Coming in June . . .

The Consumer's Economic Life

By Graham and Jones

Every student is, and will be throughout his lifetime, a consumer of goods and services. He needs information and training that will help him manage money and select, purchase, and use goods and services wisely. **The Consumer's Economic Life**, by Graham and Jones, supplies just such information and training.

This brand-new text pictures clearly the role of consumption in our economic system. It emphasizes the fundamental fact that consuming is everyone's business. It presents **accurate information** and **intelligent guidance** for the buyer with respect to:

- Foods and beverages
- Fabrics
- Clothing
- Health and grooming
- The home
- Recreation and travel
- Automobiles and safety
- Public utilities
- Money and credit
- Insurance and investments
- Records and budgets
- Consumer protection

The Consumer's Economic Life is no crusade against business; it is a well-balanced representation of the interests of business and the interests of the consumer. It deals in principles—practical, common-sense principles that the student can use easily and effectively in selecting, purchasing, and using economic goods and services. It features a wealth of correlated skill-building exercises in consumer mathematics.

This teachable text is organized on a unit basis—34 units, subdivided into 80 sections. Each section is concluded with a comprehensive program of teaching-learning aids. The book is liberally illustrated, and the language is easily within the comprehension of the secondary-school student. A helpful **Teacher's Manual** for the instructor and a timesaving, motivating **Workbook** for the student are available.

Investigate **The Consumer's Economic Life** for use in your consumer education, consumer buying, consumer economics, and similar courses. Write our nearest office for details.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Dallas London Toronto

When writing about this book please mention the Business Education World.

3 New Firsts in Typing!

① A 5-Assignment Skill-Building Cycle.

② Business-Letter Content for All Speed-Building Copy and Timed Writings.

③ Vocabulary Drills Based on the Horn-Peterson List of Most-Used Business Words.

Typing for Business is the first typing text to use a 5-assignment skill-building cycle, business-letter content for all speed-building copy and timed writings, and the Horn-Peterson list of most-used business words.

Throughout this brand-new text the emphasis is placed on quantity production of business typing jobs! The 5-assignment cycle builds basic skill quickly and efficiently. Applied assignments are introduced early in the course. The use of business material for content results in a direct transfer of vocabulary to the production of business typing jobs.

Prepare your students for business with *Typing for Business*. Examine the new typing FIRSTS and other unique features offered in this revolutionizing text. Write our nearest office for details.

TYPING *for* **BUSINESS**

by **BLANCHARD and SMITH**

The GREGG PUBLISHING COMPANY

NEW YORK

CHICAGO

SAN FRANCISCO

BOSTON

DALLAS

TORONTO

LONDON



Shorthand Practice Material

Each month the B. E. W. gives in this department some 7,500 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

The Business Faith Built

From the "Magazine Digest," Toronto, Canada
as condensed in The Advertiser's Digest, Chicago

SIGMUND SAMETH

IN THE NATION'S LARGEST CITY, where crime and dishonesty are an hourly occurrence, a corporation with²⁰ an annual turnover of three million dollars operates on the heart-warming principle that folks are⁴⁰ fundamentally honest.

This faith in human decency is held by New York's Exchange Buffet Corporation,⁶⁰ pioneer self-service restaurant in this country and one of the few which do business under an honor system.⁸⁰ Customers in its 22 branches serve themselves from open display counters and pay the cashier on the way¹⁰⁰ out. Only the customer's memory, backed up by his own conscience, guides him in paying the bill.

The corporation¹²⁰ has always paid steady dividends to its stockholders, some of whom are employees themselves. For 58¹⁴⁰ years it has made a cash success of the policy of trusting the average man.

The story properly begins¹⁶⁰ in 1886 with Julius Child, who was then a mildly prosperous grocery merchant. Friends¹⁸⁰ warned him not to give up his thriving business for a wild restaurant venture.

"Folks are honest if you give them a²⁰⁰ chance to be," was Julius Child's retort. That answer is the motto of the corporation today.

The first Exchange²²⁰ Buffet Restaurant was located at No. 7 New Street, in the shadow of the Stock Exchange Building, from²⁴⁰ which it took its name. The cafeteria was a complete novelty on the American scene in the '80's,²⁶⁰ and the unique little basement restaurant where customers served themselves was kept hustling. Busy bankers and²⁸⁰ brokers discovered that self-service meant quick service.

Last year more than nine million meals were served—and patrons were trusted³⁰⁰ for every one of them.

When stockholders recently suggested that a survey be made, it was found that³²⁰ the attempted number of larcenies amounted to less than one per cent. That's good news; it means that 99³⁴⁰ per cent of our fellows can be trusted.

At one mid-town branch where 800 meals are served daily, entire months have³⁶⁰ gone by without a suspicious check. When the meal-check averages take a suspicious nosedive, the branch manager³⁸⁰ has no recourse but to ask for a "spotter."

Out-of-towners flock to the Exchange Buffet as

one of the Gotham⁴⁰⁰ show-places. It even crashed the pages of *Believe It Or Not*. To the restaurant's 900 employees it⁴²⁰ is more than an oddity, however. Many have been with the company for decades and watched it grow. One⁴⁴⁰ employee, now a manager, started as an errand boy almost 50 years ago.

The customers are of⁴⁶⁰ equally long standing. There is a downtown corporation president who brings in business associates to dine.⁴⁸⁰ A district judge frequently eats his lunch at one of the branches.

Much of our everyday social and business⁵⁰⁰ relations are controlled by mutual distrust instead of an abiding faith in universal values. Maybe⁵²⁰ that was also what Julius Child thought when he first dreamed of his honor-system "waiterless eating place." At any⁵⁴⁰ rate his venture has flourished, and each year, it has given thousands of people a renewed faith in human⁵⁶⁰ decency. (561)

How Far Does Farmer Walk? 33 or 170 Miles?

AGRICULTURAL EXPERTS of Ohio State University studied work on two farms—#1 without²⁰ the latest benefits of industry's mechanization and #2 equipped with the labor-saving⁴⁰ devices turned out by American manufacturers.

On Farm #1 the farmer walked 170⁶⁰ miles a month to feed and care for his livestock. On Farm #2, with the same number of animals but having⁸⁰ a barn equipped with steel stalls and stanchions, feeding and watering machinery, etc., the farmer¹⁰⁰ walked but thirty-three miles.—*Industrial Press Service* (109)

Airlines Outsmart the Weather!

From the "News Letter"
Published by the Northwest Airlines
Publicity Department

WHILE Mark Twain's observation that "Everybody talks about the weather but nobody does anything about²⁰ it" still holds true, air pilots have done the next best thing.

They've found out what makes it do the "ornery" things it does,⁴⁰ and they've learned when and where to expect the elements to kick up their heels.

They can, in fact, actually see a⁶⁰ storm coming as far as 50 miles away, and their observations, relayed to United States weather bureau⁸⁰ stations

below, have proved valuable aids in the important business of forecasting storms.

A pilot flying¹⁰⁰ at 10,000 feet, for example, can see as far as 150 miles ahead of his plane or to either¹⁰⁰ side on reasonably clear days, and a beacon light is visible at half that distance on a clear night.

Where¹⁰⁰ do storms originate? A storm that sweeps over the North Central States probably started on the eastern slopes of¹⁰⁰ the Rockies. New Yorkers could blame the Gulf of Mexico regions for storms that whip through their city. And winds that strike¹⁰⁰ the West Coast blow down from the North Pacific. The meteorologist studies the flow of air currents, and where¹⁰⁰ warm and cold air collide, that's where storms begin assembling.

Storms don't always represent an annoyance to pilots.¹⁰⁰ Captain Joseph McKeown, veteran Northwest pilot, purposely flew into the outer edge of a hurricane¹⁰⁰ on an Army flight from Florida to California last October, and the lift of the winds "blew" him¹⁰⁰ to a new east-to-west transcontinental record of seven hours, 53 minutes, 30 seconds. The record¹⁰⁰ still stands.

Airline pilots avoid such practices, however, because they are flying on schedule and time is¹⁰⁰ not that important. They're required to pass a stiff meteorology test before being hired. Once in the air,¹⁰⁰ they report weather conditions about twice an hour, and meteorologists pass their information along¹⁰⁰ to United States Weather Bureau stations if those conditions vary from what has been forecast. But there's not much¹⁰⁰ margin of error in the forecasts supplied to pilots before they leave the ground. Meteorologists check the¹⁰⁰ weather around the clock, not only along the pilot's route, but throughout the continent. So accurate is the¹⁰⁰ meteorologists' report, that the pilots know what weather to expect at virtually every minute¹⁰⁰ of their flights.

Technicians are making rapid strides toward perfection of equipment that will reduce the importance¹⁰⁰ of weather to the pilot to just another topic of conversation.

In the meantime, pilots are sticking¹⁰⁰ up their noses—and the noses of their planes—at the weather, flying over or around it, and holding close¹⁰⁰ to their schedules.

Nobody is doing anything about the weather, of course—except, perhaps, outsmarting it! (500)

When Corregidor Fell

From "about The First"

WHEN Corregidor was certain to fall, back in 1942, the Army was forced to dump some¹⁰⁰ 240 tons of silver money, valued at \$8,500,000, into the waters¹⁰⁰ of Manila Bay. Records of the exact location were eventually lost, but a special mine-detecting¹⁰⁰ device was flown to the Philippine Islands from the States, which soon determined the position of the coins. Divers¹⁰⁰ found the coins scattered in loose piles over an area two hundred feet in diameter. The boxes in¹⁰⁰ which the coins had been placed were entirely eaten away by water worms. As the coins were at a depth of one hundred¹⁰⁰ ten feet, divers who brought up the coins in G. I. cans were able to stay on the bottom only half an hour¹⁰⁰ and spent thirty-four minutes decompressing on the way up, without a chance to spend even a lowly dime for¹⁰⁰ their pains. (161)

Goldfish and Glass

A BOWL OF GOLDFISH standing in the sun first demonstrated the use of polaroid glass, one of the most outstanding¹⁰⁰ optical developments of the 20th Century. Looking directly into the bowl of water¹⁰⁰ reflecting the intense glare of the sun, one could not see the fish. When what appeared to be a smoky cellophane¹⁰⁰ sheet was placed over the bowl, the fish were seen plainly.

This curious material that made possible clear vision¹⁰⁰ in dazzling sunlight was the development of Edwin H. Land, 25-year-old college student, who¹⁰⁰ discovered how to "bind" the minute iodine-quinine polarizing crystals on a sheet. Scientists had sought this¹⁰⁰ answer for over eighty years. Since the goldfish episode in 1934, polaroid glass has¹⁰⁰ been put to many uses.

Motorists, fishermen, sportsmen, and thousands of others wear polarized sun glasses¹⁰⁰ to cut light glare. A special double-lensed glass was used by the Armed Forces that allowed the wearer to peer into¹⁰⁰ the sun and spot descending dive-bombers. Two opposite kinds of polaroid are used in this glass, and by adjusting¹⁰⁰ one lens, light can be controlled.

The same principle is used in polarized windows on war planes and is now standard¹⁰⁰ equipment on lounge cars of some cross-country streamliners. The flow of light can be adjusted to suit the time¹⁰⁰ of day, or can be completely blacked out. No window shades are necessary.

An airplane manufacturer has¹⁰⁰ specified the light-control windows for peacetime airliners. By using polarized filters, rooms of the future¹⁰⁰ can be fitted with glass doors giving either a clear view or producing a "light-lock" that cuts out all vision.

The¹⁰⁰ new glass has been proposed for apartment houses of tomorrow where windows face inside courts. Light could be admitted¹⁰⁰ to all rooms, but seeing through from one window to the other would be impossible.

Tests have gone far beyond¹⁰⁰ laboratory stage in making polarized lamps and windshield visors standard equipment on automobiles.¹⁰⁰ Headlight glare would be cut out completely, and the dangerous pocket of black on the road to the right of the driver¹⁰⁰ would disappear. Night driving would be a brand-new experience.

A day-driving visor is one of the first¹⁰⁰ new peacetime polaroid products now in the process of manufacture.—*Invention News and Views*, issued by the National Patent Council (417)

Yesterday—Today—Tomorrow

THERE are two days in every week about which we should not worry—two days which should be kept free from any fear¹⁰⁰ and apprehension. One of those days is Yesterday with its mistakes and cares, its aches and pains, its faults and blunders.¹⁰⁰ Yesterday has passed forever beyond our control. All the money in the world cannot bring back Yesterday. We¹⁰⁰ cannot undo a single act we performed; we cannot erase a single word we said; we cannot rectify¹⁰⁰ one single mistake. Yesterday has passed forever beyond our control. Let it go.

The other day we should not¹⁰⁰ worry about is Tomorrow with its possible adversities, its burdens, its large promise and poor performance.¹⁰⁰ Tomorrow is also beyond our immediate control. Tomorrow's sun will rise either in splendor or¹⁰⁰ behind a mass

of clouds—but rise it will; and until it does, we have no stake in Tomorrow, because it is as¹⁰⁰ yet unborn.

That leaves us only one day—Today! And man can fight the battles of just one day.

Yesterday and¹⁰⁰ Tomorrow are such futile worries. Let us, therefore, resolve to journey no more than one day at a time.—*Flori Piper*¹⁰⁰ in "The Advertiser's Digest" (206)

New Wartime Words Expected to Remain

From the "New York World Telegram"

MANY wartime manufactured "words" for equipment based on radio principles may long remain in use, certain¹⁰⁰ scientists believe, particularly those of apparatus for civilian applications. Some of these¹⁰⁰ words may even find places in American dictionaries. The term *radio* itself is an example¹⁰⁰ of such a word. *Radio*, properly, is a combining form, as in *radiogram*, but is already in¹⁰⁰ some dictionaries as an adjective, and is quite commonly used as a noun.

The total number of such¹⁰⁰ manufactured words is considerable, although some are of minor importance only. Such a term as *radar*,¹⁰⁰ however, will long be used. *Radar*, unlike *radio*, which is derived from the Latin *radius*, is merely¹⁰⁰ an abbreviation for the descriptive phrase, "radio detection and ranging," which would be more accurate,¹⁰⁰ perhaps, if it were "radio direction-finding and ranging."

Radar uses radio waves, but its transmitter¹⁰⁰ sends out its bursts of energy in intensive pulses with intervals between them. It is during these¹⁰⁰ intervals that the receiver part of the radar combination-transmitter-receiver gathers in the returning¹⁰⁰ pulse, reflected or echoed from an object in the outgoing path of the pulse.

Loran is another term¹⁰⁰ that promises to last, because *loran* may become the principle method by which ships at sea and planes in the¹⁰⁰ air will determine their geographical position. *Loran* is an abbreviation for "long-range aid to¹⁰⁰ navigation." It is similar to radar in technique, but surface and air craft are equipped with receivers only.¹⁰⁰ The transmitters stand like lighthouses at fixed points on the coast, and constantly emit radio pulses.

The¹⁰⁰ receivers pick up these pulses and measure the relative time of arrival of two different pairs of pulses¹⁰⁰ which are known to have emanated from four fixed transmitters at times differing by a known interval. From¹⁰⁰ this information a navigator draws lines of position on a special chart, and where the lines cross is the¹⁰⁰ geographical position of the plane or ship.

SS Loran is "sky-wave synchronized *loran*," a special¹⁰⁰ variation of the standard *loran* for use by airplanes on overland routes. It uses, instead of groundwaves,¹⁰⁰ which have a range only one-fourth as great over land as over water, waves from the same transmitters reflected¹⁰⁰ downward from upper strata in the atmosphere.

Sboran is a contraction of the two words, "short" and "range." It is¹⁰⁰ a navigational device for airplanes that was used with success in bombing German targets through overcast¹⁰⁰ during the last stages of the War, and will have civilian applications in navigation and perhaps in¹⁰⁰ surveying great tracts of land.

Huff-Duff is a far-fetched pronunciation of

"HF/DF,"¹⁰⁰ a network of high frequency radio direction finders, which got its letters from these words.¹⁰⁰ "HF/DF" located German submarines in the Atlantic when they surfaced at night and reported¹⁰⁰ by radio to their headquarters in France. A comparison of directions reported by several huff¹⁰⁰-duff stations, gave the U-boat's approximate location. (590)

Wake Up and Hear the Music

A NEW "WRINKLE" in fancy alarm clocks, the Advertiser's Digest tells us, will be introduced on the market¹⁰⁰ shortly in the form of the "Mus-alarm." A pre-chosen radio program will be turned on at a pre-determined¹⁰⁰ time to wake the sleeper gently from his slumbers. The clock will also have a regular alarm scheduled to¹⁰⁰ go off ten minutes later, just in case! (67)

Golf Pro

Why Dave Loved His Job

From "KVP Philosopher"

OF THE MANY JOBS for which we are not fitted, that of a golf professional ranks near the top. Not in skill,¹⁰⁰ certainly. But most of all, not in the patience it takes to teach the "game" to a bunch of kids and women and duffers.¹⁰⁰

The other day, however, we watched a pro at work. His pupil was a youngster of about fifteen, growing too¹⁰⁰ fast to have much coordination. Not once in the two hours he worked with the lad did his voice register the slightest¹⁰⁰ sign of irritability or impatience. Every action, every word, was one of encouragement.¹⁰⁰

"How do you do it, Dave?" we queried, as he said, "That's the stuff! Keep swinging!" to the boy following a badly¹⁰⁰ topped drive.

"A bunch of novices and dubs, day after day. Not one in a thousand will ever break eighty consistently,¹⁰⁰ yet you make them think they're Nelsons and Byrds."

"I love it," he replied. "Know what I'd do if I were rich? I'd teach¹⁰⁰ golf eight hours a day, five days a week, and all for free. Look at that boy, and you'll see why. Up to an hour ago, he¹⁰⁰ hadn't hit a golf ball a hundred yards in the direction he wanted to go, except by accident. Watch him¹⁰⁰ now. Two out of three shots going out there 150, and straight as a string."

"An hour ago he was all knotted¹⁰⁰ up. Physically and mentally both. Now he's swinging an easy arc and letting the club head do the work.¹⁰⁰ Not a worry about where the ball will go, or that he may miss it altogether, like he used to."

"An hour ago,¹⁰⁰ he was discouraged. Didn't think he'd ever be able to play this game. Now he's burning up to get out on¹⁰⁰ the course and see what he can do."

"I've done that for thousands of kids. Grown people, too. I can even help you, in spite¹⁰⁰ of all the bad habits you've formed over the years. Ten strokes. Maybe more."

"When you help people, especially kids, you¹⁰⁰ feel good all over. That's why I'd rather teach golf than play it, or do anything else I ever heard of."

Find the¹⁰⁰ man who would rather do what he is doing than anything else in the world, and you find a man who is both happy¹⁰⁰ and successful.

Find one who not only loves his work, but, even

more, loves to impart his knowledge of it to³⁰⁰ others, and you find a man who has discovered the supreme joy of living. (394)—G. S.

. . .

YOU are expected to make good—not to make excuses. (10)

It's the Little Things That Count

MOST OF US all too frequently disregard the fact it is the little things that count. We have heard often enough³⁰ that this is true, but because we feel the big things are more obvious, and also more important, we fail to⁴⁰ appreciate the value of the little things.

The baseball player who bats .250 earns an average of⁶⁰ \$4,000 per season. The player who bats .350 earns \$40,000. The difference⁸⁰ is only one more safe hit in every ten times at bat. And seven times out of ten the batter is safe or¹⁰⁰ is out at first base by as narrow a margin as six inches. Little things make the big difference . . . and the player¹²⁰ must be on the alert to capitalize on them.

How far we climb up on the ladder of success depends¹⁴⁰ on how much attention we give to fundamentals. It was no magic gift or trait of genius that enabled¹⁶⁰ the late Knute Rockne to build football teams that were constant championship contenders. The fact that his teams had color,¹⁸⁰ flash, speed, coordination, power and precision was simply through drilling in fundamentals. "Learn the²⁰⁰ fundamentals until they become as natural as breathing," Rockne used to say. "Then in the game you don't have to²²⁰ wonder what to do next."—McGregor News (224)

"Short Vocabulary" Letters

A. E. KLEIN

For Use with Chapter Twelve of the Manual

Dear Mr. English:

I thoroughly agree with the *practical conclusions* based upon the *observations* of²⁰ the *distinguished Senior Secretary* of the *Democratic Society for Universal Peace*. His⁴⁰ *argument* on the need for an *atomic energy legislative committee* has my *unqualified approval*.⁶⁰ Such a *legislative committee* must meet *punctually* on the date *designated* by the *Secretary*⁸⁰ in order to *discuss* the *legislation* that must be *pushed* through *Congress* if the aims of the *Democratic*¹⁰⁰ *Society* are to be *fulfilled*.

In *connection* with this *legislative program* we must not *neglect* to *inform*¹²⁰ all *American citizens* just how *indispensable* this *legislation* is for *world peace*. The *American*¹⁴⁰ *people* must be made *familiar* with the *Administration's* stand on this *specific question* and asked to¹⁶⁰ write their *Congressmen* to back this proposed *legislation*.

Negotiations must also be made for the *publication*¹⁸⁰ of the *significant findings* of the *Atomic Energy Legislative Committee* when its work²⁰⁰ has been *concluded*.

Inasmuch²²⁰ as *testimony* will be given before the *Committee* by gentlemen well²⁴⁰ known in the field of *literature* and by prominent *attorneys*, it would be *practicable* to have the²⁶⁰ *assistance* of a *qualified shorthand reporter* to make an *accurate typewritten report* of the *discussions*.²⁸⁰

In order to *avoid* all possible delay, a special meeting of the *Democratic Society* has³⁰⁰ been *scheduled* for 8 o'clock tomorrow night at *Independence Hall*. Please be *punctual*.

Yours truly, (298)

Dear Mr. Jones:

I am sorry to say that I have not *located* Mr. Ames, the key witness for the *prosecution*.²⁰ He tendered his *resignation* as *bookkeeper* at the *Atlantic and Pacific Wholesale Corporation*⁴⁰ last week, and has not been heard from since. In all *probability* he did not wish to give his *testimony*⁶⁰ in favor of the *plaintiff* because he was *afraid* of the *consequences* that might ensue if the *jury* rendered⁸⁰ a *verdict* against the *defendants*.

Inasmuch¹⁰⁰ as the *jury* has already been chosen and the *prosecution*¹²⁰ is *scheduled* to present its *arguments* next week, I visited the *headquarters* of the *Universal*¹⁴⁰ *Detective Bureau* in this city. I had a *conversation* with the chief *clerk* of the *Bureau* and left with him¹⁶⁰ a full description of Ames. The *clerk* assured me that he would put his *ablest* and *best qualified* *detectives* on¹⁸⁰ the case and that the *Bureau* was sure to *succeed* in *locating* Ames within a few days.

To *assist* the *Bureau*²⁰⁰ in its task, I am in need of the address of Ames's *wife*. I have it from *authoritative sources* that you²²⁰ acted as his *wife's attorney* not very long ago. Any information you can forward to me in²⁴⁰ *connection* with his *wife's whereabouts* will be deeply appreciated.

Yours very sincerely, (236)

Dear Mrs. Ray:

The manuscript of your *text* on *English Literature for Junior Colleges* was *negligently*²⁰ placed on an *unoccupied desk* by our office *messenger* and, as a *consequence*, it was not noticed in⁴⁰ this *inconspicuous spot* until yesterday, when my *secretary* accidentally *observed* it.

Inasmuch⁶⁰ as we have not been able to *familiarize* ourselves thoroughly with the contents of your *text* in this short⁸⁰ time, we are *scarcely* in a position, as a *practical matter*, to give you an answer today as to whether¹⁰⁰ or not we can accept it for *publication*.

However, a *partial review* of its contents was *distinctly*¹²⁰ favorable. I like the *variety* of subjects you cover and how you *emphasize* the *comparative*¹⁴⁰ approach. I was also *attracted* by the *novelty* of your *illustrations*.

Before we come to any¹⁶⁰ *conclusion*, however, your *text* will have to be studied thoroughly by our specialists in *English literature*,¹⁸⁰ *conversations* held to *discuss* the merits and *faults* of the work, and a *vote* taken by our *Literary*²⁰⁰ Department on the question of its *publication*. If the *verdict* of the *Literary Department* is²²⁰ favorable, you will be sent the necessary papers for your *signature*.

Sincerely yours (236)

Dear Mr. Smith:

You are cordially invited to inspect the new showrooms of the *Exchange Automobile Sales*²⁰ *Corporation*. This *luxurious automobile salon* is the last word in modern *architecture* and is⁴⁰ conveniently located in the *Merchants Building* at *Pacific Street* and *Atlantic Avenue*.

Now on⁶⁰ exhibition are the latest models of the ever *familiar* "*Universal*" and the newest and most *revolutionary automobile* on the market today, the *incomparable* "*American*." Everyone⁸⁰ is *familiar*

with the *economical* and dependable *Universal*. If you prefer a heavier¹³⁰ type of *automobile*, however, be sure to see the *American* before you make your final choice. The¹⁴⁰ *American* will not disappoint you. Come in soon and let one of our *salesmen* demonstrate either *automobile*¹⁵⁰ to you.

We will gladly make you a *generous* trade-in allowance on your old *automobile*.

Yours very truly, (180)

Q for Quitclaim

B. J. CHUTE

in "The Saturday Evening Post"

PART III

MR. METCALF was a large man with two chins, both of which stuck out⁴³⁰ pugnaciously. He wore his hat as if he had had a fight with it, and his eyes had the tender, maternal glint⁴³⁰ of a rock pile. His suit was steel-gray to match them. His tie was orange and brown with zigzag stripes, and he had chosen⁴⁴⁰ the pattern because he liked it.

Obviously surprised to find the entire firm of Hatcher, Pickett, and Bohn in⁴⁴⁰ their front office, Mr. Metcalf stopped on the threshold, then came all the way in.

"Well, gentlemen!" he said.

"Good afternoon,"⁴⁴⁰ good afternoon," said Mr. Pickett. His cordiality bounced like India rubber off Mr. Metcalf's⁴⁴⁰ façade, and he retired, deflated.

Mr. Bohn sat silent for a moment, twiddling with the typewriter keys, then⁴⁴⁰ glanced dubiously at the deed, which was still in the machine. The blue smudge where he had planted his carbonized thumb⁴⁴⁰ seemed to have spread. The use of the stroke line, which had seemed to him so masterly, now appeared excessive. His honest⁴⁴⁰ attempt to correct the spelling of "parallel" shrieked aloud of crass ignorance.

"Er," said Mr. Bohn, unresourcefully.⁴⁴⁰

Mr. Metcalf swept them with a contemptuous glance. The room, owing to the divide-and-conquer system⁴⁴⁰ they had used on the files, was not looking its best. Mr. Hatcher and Mr. Pickett were not looking their best. Mr.⁴⁴⁰ Bohn was definitely looking his worst, and his surreptitious efforts to reorganize his necktie came⁴⁴⁰ too late. "Incompetent," said Mr. Metcalf's look.

Mr. Hatcher—the Mr. Hatcher who could reduce a witness⁴⁴⁰ to ashes—cleared his throat. "We—" he said. "That is, Miss Truesdale—We have just been preparing the quitclaim for your signature,⁴⁴⁰ Mr. Metcalf."

"So?" said Mr. Metcalf, clearly amused by their youthful optimism. "Want me to read it⁴⁴⁰ again, eh?" He gave a half-formed, wholly repulsive chuckle and held out his hand peremptorily. Three hearts sank⁴⁴⁰ as one. This was ritual. Mr. Metcalf always read it again, with tantalizing carefulness. Sometimes he⁴⁴⁰ even read it through twice before he graciously handed it back and said his little speech, which began, "Well, gentlemen,⁴⁴⁰ I hardly feel justified—"

Thinking unthinkable thoughts, Mr. Bohn rolled the deed out of the typewriter, removed⁴⁴⁰ the top copy and handed it silently across to their visitor. Mr. Metcalf accepted it with⁴⁴⁰ a faint smile.

Mr. Bohn—no flowers, by request—gently removed the top sheet of carbon, preparatory to⁴⁴⁰ laying the deed copies out decently. The paper under the top carbon was blank.

Mr. Bohn gave a shriek, causing⁴⁴⁰ his colleagues to spin around. "Where is the copy?" Mr. Bohn wailed, feverishly flinging aside the second⁴⁴⁰ piece of carbon paper. Beneath that, too, lay an untouched deed.

Hatcher, Pickett, and Bohn looked at Bohn, Pickett, and Hatcher.⁴⁴⁰ It was only too plain that evil influences were at work. A man has a right to expect a carbon⁴⁴⁰ to produce a copy. It is an immutable law of nature.

"I don't understand it," whispered Mr. Bohn,⁴⁴⁰ half awed, half shattered.

Mr. Metcalf, with the original of the quitclaim in his hand, gazed at them for a moment⁴⁴⁰ in silence. Then he turned the quitclaim over. On the back of it, written in reverse and looking like a wild⁴⁴⁰ Russian folksong, appeared the missing copy.

"You put your carbon in upside down," said Mr. Metcalf.

There fell upon⁴⁴⁰ the office of Hatcher, Pickett, and Bohn a deathly stillness. The three partners stayed quite quiet, waiting for the⁴⁴⁰ explosion. "Incompetent" would be the mildest term that Mr. Metcalf could employ. If he terminated their⁴⁴⁰ legal relationship in one sweeping exit, there was nothing they could do. They merely avoided looking at⁴⁴⁰ one another.

Mr. Metcalf had turned the deed over again and was staring at it. "Who typed this thing?" he⁴⁴⁰ demanded. Mr. Bohn blushed, answering the question. Mr. Metcalf gave a snort, crossed over to Mr. Bohn, put his⁴⁴⁰ hands on the back of the chair and gave it a jerk. "Get out of there," said Mr. Metcalf.

Mr. Bohn got.

Mr. Metcalf⁴⁴⁰ sat down, pulled the machine toward him and looked around. "Give me three blank deeds," he ordered.

Mr. Bohn gave.

With impressive⁴⁴⁰ confidence, Mr. Metcalf took the deeds, shuffled them with the carbon paper and slipped the result into the⁴⁴⁰ carriage. "The shiny side of the carbon paper," he said, "goes down, not up." He gave Mr. Bohn a severe look, and⁴⁴⁰ Mr. Bohn said "Yes, sir," meekly.

Mr. Metcalf dusted his hands together briskly, then poised them above the keyboard.⁴⁴⁰ "First, the date," he said, pressed something agilely, moved the roller into place and, copying from the deed beside⁴⁴⁰ him, typed "5th," "June" and "45" in rapid, neat succession. Mr. Pickett, bending over Mr. Metcalf's right⁴⁴⁰ shoulder, sucked in his breath with admiration. "Party of the first part," Mr. Metcalf went on spiritedly, his⁴⁴⁰ fingers frolicking over the keys. "Uh'm—no e on my name, young man."

"No, sir," said Mr. Bohn in an awed voice.

"Parties⁴⁴⁰ . . . consideration . . . and description." He screwed around to eye the junior partner again, having encountered⁴⁴⁰ Mr. Hatcher's "at apount 9n the qest line." "What's this supposed to be—a point in the west line?"

Mr. Hatcher⁴⁴⁰ cleared his throat defensively. Mr. Bohn said, "I socked the wrong keys." Mr. Hatcher put a fatherly hand on his⁴⁴⁰ junior partner's shoulder.

"Ha," said Mr. Metcalf, and began to type. There was a moment during which the only⁴⁴⁰ sound was the rhythmic click of the keys, as tidy letters and figures raced across the page. There was not even a⁴⁴⁰ check in speed at "111."

"You're typing without looking at the keys," said Mr. Bohn, his voice cracking as it⁴⁴⁰ had not done since he was sixteen.

"The touch system," said Mr. Metcalf with commendable modesty. "Nothing to⁵⁰⁰ it at all, my boy."

"Amazing." Mr. Hatcher's voice was reverent.

Mr. Metcalf nodded amiably,⁵⁰⁰ continuing his exalted performance through "seventy-five acres, more or less" and plunging into "subject to⁵⁰⁰ encumbrances." He then pushed something and rolled the page up to peer at the closing paragraph. "'In witness whereof,'"⁵⁰⁰ he read, "the party of the first part has hereunto set his hand and seal the day and year first above written." You⁵⁴⁰ legal boys use very fancy language. Just check this description with me, Bohn."

They all checked, four heads in a huddle.⁵⁰⁰ To the end, Mr. Metcalf's performance had been flawless, not a comma misplaced. Mr. Metcalf withdrew the deed⁵⁰⁰ from the typewriter with a flourish that, in Mr. Bohn's hapless hands, would have torn it in two, laid it out on the⁵⁰⁰ desk, withdrew the carbons, and presented to their view one perfect original and two copies, innocent of⁵⁰⁰ smudges, revisions, or errors.

"There," said Mr. Metcalf, eyeing his handiwork with fatherly affection. He⁵⁰⁰ gazed at the deed thoughtfully. It seemed to lack something. A beautiful and exquisitely rounded manuscript, it⁵⁰⁰ still needed one final touch. Mr. Metcalf took from his vest pocket a large black fountain pen, and with a few⁵⁰⁰ flourishing strokes he completed his masterpiece.

"You boys can witness this, no doubt," said Mr. Metcalf.

He handed the⁵⁰⁰ signed document to Mr. Hatcher.

Mr. Hatcher took it with hands that shook slightly. Mr. Pickett, for once, was⁵⁰⁰ silent. Mr. Bohn gulped.

Mr. Metcalf, who knew a tribute when he saw one, said modestly, "Nothing to it at⁵⁰⁰ all. I do most of my own typing."

Hatcher, Pickett, and Bohn stared at one another. Mr. Metcalf reached for his⁵⁰⁰ hat. The telephone rang.

Responding to his morning's training, Mr. Pickett picked it up and pushed the wrong button⁵⁰⁰ with his customary and infallible precision. "Hello?" said Mr. Pickett.

"You pushed the wrong button," said⁵⁰⁰ Mr. Metcalf promptly.

This was unanswerable. Mr. Pickett said helplessly, "I don't understand these things."⁵⁰⁰

Mr. Metcalf put down his hat and took the phone away from Mr. Pickett. He punched the proper button, said "Hello,"⁵⁰⁰ briskly, and nodded at Hatcher. "For you," he said. "Want to take it in your office? I'll switch it over." He waved⁵⁰⁰ Mr. Hatcher out of the room.

Mr. Hatcher departed, tenderly clutching to his heart the cherished document⁵⁰⁰ with its precious signature.

"Now, watch this carefully, Pickett," said Mr. Metcalf. In a simple, direct, and⁵⁰⁰ masterful manner, he proceeded to push, switch, and buzz, making the connection. Mr. Hatcher and the voice on⁵⁰⁰ the wire spoke to each other. "There you are," said Mr. Metcalf, and hung up.

"You know all about the buttons too," said⁵⁰⁰ Mr. Pickett in a thin, enchanted voice.

"Nothing to it," Mr. Metcalf said happily. "Here, I'll explain it⁵⁰⁰ in detail. The top button represents—"

Over his head, Mr. Pickett and Mr. Bohn gazed at each other.

Mr.⁵⁰⁰ Metcalf continued to expound the theory

and practice of button-pushing. He was very happy. As⁵⁰⁰ a rule, he didn't care much for lawyers, but these people were charming. (5912)

(The End)

Railroad Facts

FIRST railroad tunnel in the United States was bored nine hundred feet through the crest of Allegheny Mountains at⁵⁰ Portage, Pennsylvania, more than one hundred years ago for canal boats plying by rail and water between⁵⁰ Philadelphia and Pittsburgh.

Red Indians rather than red points were the great problem when famous scout William⁵⁰ F. Cody signed a contract to supply buffalo meat to the Union Pacific Railroad construction workers,⁵⁰ thus acquiring his title of "Buffalo Bill." (89)—*Time Magazine*

Pay the Men

GEORGE BENSON

in his column, "Looking Ahead"

ABOUT twenty-five years ago people in all walks of life began to notice and talk about competition⁵⁰ between industries. It was new then, and interesting. Before that competition was understood to exist⁵⁰ between people and firms in the same industry—merchant vs. merchant, railroad vs. railroad, sawmill vs.⁵⁰ sawmill, etc. But after World War I it was a changed business world, plain to see.

Among the modest⁵⁰ newcomers in that remote era was a product called rayon. It was manufactured in the form of a yarn, like wool⁵⁰ and cotton yarns. The price to weavers was \$2.80 a pound against fifty cents for cotton yarn. Last⁵⁰ year⁵⁰ fifty-five cents a pound was the price of both rayon and cotton yarns, and rayon was on the market as a⁵⁰ fibre, very much like cotton fibre, but less expensive.

Rayon Has Grown. Back in 1919 the American⁵⁰ people bought less than two per cent as much rayon as cotton. Last year the ratio was twenty per cent, and rayon⁵⁰ had captured quite a slice of cotton's export business. Europeans earn less than Americans and they pay⁵⁰ more attention to a low price. If it were not that the War used up all both industries could produce, rayon⁵⁰ would probably be giving cotton some tough competition.

With the War ended, these two big industries are faced with⁵⁰ a struggle for sales in world markets. It is anybody's guess now how the struggle will turn out, but King Cotton⁵⁰ is not licked. The cotton industry is still much bigger; still employs more people than any other American⁵⁰ industry. Besides, smart cotton men understand how rayon made its remarkable gains.

Volume and Wages. Rayon started out⁵⁰ the American way. It had relatively large investments in machinery. With good tools, it turned out large⁵⁰ volumes of rayon per worker. On a basis of big results from their day's work, the men who worked drew good wages.⁵⁰ At the same time, large outputs of rayon per man every day made it possible for prices to go lower⁵⁰ and lower each year, sales become bigger and bigger.

Working people in America have a right to live well.⁵⁰ When they earn good wages, they do live well. Money they spend is the very life-

* 1944.



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blood of national prosperity.⁴⁰⁰ But before they can earn good pay they have to turn out lots of merchandise per worker. And in order to produce⁴²⁰ goods in volume they must have good tools. It was a successful plan with rayon and it will work with cotton.

It Costs Something. People⁴⁴⁰ say there is a practical cotton picker ready and awaiting introduction. It will cost a lot more⁴⁶⁰ than one big sack and a string for each member of a sharecropper's family; it will likewise pick more cotton in⁴⁸⁰ a day than they can pick in a week. Efficient tools call for capital investment. It means laying out money,⁵⁰⁰ but efficient tools are worth it.

People say we will see many mechanical cotton choppers now the War's over.⁵²⁰ It is not impossible. This will increase the number of acres of cotton per worker; make more yield per day⁵⁴⁰ for every man. The picker and the chopper will create high wages and a good living for a lot of people.⁵⁶⁰ But rayon can win its war with cotton if cotton tries to stay in the field armed with hoes and gunny-sacks. (579)

Mileage Hints

J. F. WINCHESTER
"Esso Marketers"

THE case of the slipping clutch is one which often results in seemingly mysterious damage to an automobile²⁰ engine and in large repair or replacement bills for the owner. Clutches in modern cars are designed to⁴⁰ prevent slipping, therefore when the condition crops up, few motorists recognize its seriousness.

The slipping⁶⁰ clutch can cause almost as much damage to a car as sand in industrial machinery. The defective clutch⁸⁰ wastes gasoline, strains the component parts of the chassis mechanism and frequently ruins the clutch disc and¹⁰⁰ surrounding parts. Repairs of these fundamental parts are often expensive and, in these days, a lengthy procedure.¹²⁰

The mechanically minded motorist can detect a slipping clutch while driving, but with this simple test even¹⁴⁰ the motorist who declares he doesn't know "what's inside" his car, can test the clutch operation himself. Idle¹⁶⁰ the engine, put the gears in low, pull on the emergency brake, and then let in the clutch. The engine will stall¹⁸⁰ immediately, if the clutch is holding. If, however, the engine continues to turn over despite the²⁰⁰ fact that the emergency brake is "on" and the car is not in motion, then the clutch is slipping. If this happens,²²⁰ the next step is to take the car to a mechanic without delay so that repairs may be made to prevent the²⁴⁰ breakdown of other parts.

How does the driver know when this test is necessary? That's easy. Whenever the engine²⁶⁰ appears to be running faster than the movement of the car warrants and the gasoline mileage seems to be²⁸⁰ sinking, it's time to make this test. (286)

Styles in Type

From "The Pathfinder"

TYPE STYLES are much like women's hats, in that they have their vogue and pass; a type designer will "cut" a new type face that²⁰ will find great favor among publishers and users of printed material, but in time its appeal diminishes⁴⁰ and another type face enjoys popularity.

But there are some styles of type that never seem to lose⁶⁰ their appeal. Some of those designed and cut by the masters of long gone days remain in favor through the decades. One⁸⁰ of these is called Bodoni,* after its designer, Giambattista Bodoni, who was born in¹⁰⁰ 1740 and died in 1813.

Bodoni was born in the little town of Saluzzo,¹²⁰ Italy, where as a youth he learned his trade in his father's print shop. At the age of 18, he went to Rome, where he¹⁴⁰ became a compositor on *Propaganda*.

A few years later, the Duke of Parma sought out the young Bodoni¹⁶⁰ to head his private press. The rest of his life Bodoni spent producing the finest books, from the standpoint of¹⁸⁰ typography, printing, and binding, that had ever been published up to that time. Many of the authors' subjects²⁰⁰ were far inferior to the physical splendor and beauty of the volumes that housed them. Books that Bodoni²²⁰ produced are today valuable collectors' items.

As you have probably noticed from your own experience,²⁴⁰ some styles of type are more easily read than others. In recent years, methods have been devised to test various²⁶⁰ type faces for their "readability" to determine which are more attractive to the reader and promote²⁸⁰ greater ease of reading. Bodoni rates high in these tests.

Bodoni, printer of fine books of two centuries ago,³⁰⁰ would be more than surprised—and undoubtedly pleased—if he were to come back to Earth and find that the type which he³²⁰ designed and for which he so laboriously cut the molds to print a few copies of a book, was today, after³⁴⁰ a lapse of two hundred years, still in wide use, and that his handiwork appears in magazines and books running³⁶⁰ into huge editions. (364)

Actual Business Letters

Mr. Warren Mitchell
338 Union Trust Building
Cincinnati 4, Ohio

Dear Mr.²⁰ Mitchell:

A friend of yours, for whom we saved a month's rent, asked us to get in touch with you and give you the benefit⁴⁰ of our unusual service also. Sometimes people think our service is too good to be true, but when they⁶⁰ investigate our plan and actually see how we can save them money, they become very enthusiastic.⁸⁰ As a result, they tell us about their friends, because they know from experience they will be doing their friends a¹⁰⁰ big favor.

So, by all means, if you are planning to move, hold everything until you get our estimate and¹²⁰ hear about our convenient plan. Nowhere that we know of can you receive such absolute protection for your¹⁴⁰ furniture and secure such reasonable moving rates. Your belongings are placed in the hands of movers with long¹⁶⁰ experience, who have been specially trained in the careful handling of furniture. Our staff and up-to-the-minute¹⁸⁰ equipment guarantees you prompt and efficient service without a cent of extra cost.

But, if you are not yet²⁰⁰ ready to move, we offer you the facilities of our modern warehouses. Your goods will be expertly stored²²⁰ in one of our storage rooms. Your protection is absolutely assured from every angle.

Just phone the office²⁴⁰ nearest to you and we

*GREGG WRITER headings are set in this style type.

will then give you the benefit of our free estimate, so that you can see for yourself²⁰⁰ how economical our service is. Of course, our storage plan is available to you without a penny²⁰⁰ down payment. Phone us at once.

Very truly yours, (289)

Mr. Roscoe Lyons
227 Jackson Place
Silver Springs, Florida

Dear Mr. Lyons:

Time²⁰ marches on!

The Franklin's Detroit Branch has been moved for the fourth time to larger and more spacious quarters and is now⁴⁰ located at the southeast corner of Michigan and Ohio.

Wartime restrictions are gradually⁶⁰ disappearing. We are able to make reasonably short delivery on some Franklin models. We shall be glad⁸⁰ to give you complete information on the many services we can render to you. Call us at Exchange¹⁰⁰ 7-4163.

Yours truly, (105)

By Wits and Wags

BOSS: You should have been here at nine o'clock.
New Stenographer: Why? What happened?

• • •

"I DON'T NEED NONE!" said the lady of the house, before the salesman had opened his mouth. "How do you know?" he retorted. "I might be selling 'Correct English.'"

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SCHOOLMASTER: This makes the fifth time I have punished you this week. What have you to say?

Jimmie: I'm glad it's Friday, sir.

• • •

AN EXPLORER was speaking at a dinner given in his honor before he left on a journey to Africa. In concluding his remarks he said:

"I thank you for your kind wishes regarding my welfare on my dangerous journey, and I want you to know that when I am far from home, and surrounded by ugly, grinning faces, I shall always think of you."

• • •

MR. MORRISON was delivering the last lecture of the term. He told the students with much emphasis that he expected them to devote all their time to preparing for the examination. "The examination papers are now being prepared for the Mimeograph," he concluded. "Now, is there any question you would like answered?"

"May I run the Mimeograph?" piped up a voice in the classroom.

• • •

"YOU'RE dancing with me tonight and I suppose tomorrow you'll be making a date with some other man."

"Yes," replied the girl. "With my chiropodist."

Transcription Speed Project

Dear Mr. Hunt:

You may never see engineered rubber in your battery; but you may know when it is not there²⁰—when you step into your car only to find it won't start because the battery went dead.

Well, dead batteries had⁴⁰ no place in our wartime submarines. The chief cause of battery failure—the buckling of ordinary separators⁶⁰—had to be eliminated.

It was—with engineered rubber. Our scientists and engineers developed⁸⁰ wafer-thin rubber separators with over 1,000,000 tiny holes per square inch, plus high resistance to¹⁰⁰ abrasion and chemical reaction. What is more, a battery could be charged, drained of water and acid, shipped¹²⁰ or stored without losing its life.

This development of the "Rubber Engineer" means the end of one of the¹⁴⁰ expensive and annoying battery troubles. It means batteries that last longer and give sure starting in any¹⁶⁰ kind of weather—through engineered rubber. When you buy batteries be sure to look for the "Rubber Engineer" imprint.¹⁸⁰

Cordially yours, (184)

Dear Mr. Miller:

Fairbanks Trucks now provide a range of sizes and models from medium to highest tonnage²⁰ capacities. They economically and more efficiently serve in the transportation of dairy products,⁴⁰ lumber, fuels, building materials, earth moving, freight, perishables, furniture, passengers, beverages,⁶⁰ and a host of other important haulage requirements.

You will find Fairbanks Trucks offering a broader choice⁸⁰ of capacity ratings to fit almost any and every motor truck use. And because they are built in¹⁰⁰ such a wide range of sizes, they insure long-lived dependability and low maintenance costs. Their proved engineering¹²⁰ design based on thirty-five

years of exclusive truck manufacturing is a further guarantee of¹⁴⁰ reliability and stamina. They match the need for economical first cost, coupled with outstanding mileage¹⁵⁰ performance.

Consult your nearest Fairbanks dealer or write the factory and post yourself on Fairbanks' new series¹⁶⁰ of trucks to solve your transport problem. Sincerely yours, (190)

The First Principle of Success

SIR THOMAS LIPTON

(O.G.A. Membership Test for May)

I HAVE often been asked to define the true secret of success. It is thrift in all its phases, and principally²⁰ thrift as applied to saving. A young man may have many friends but he will find none so steadfast, so constant, so⁴⁰ ready to respond to his wants, so capable of pushing him ahead as a little leather-covered book with⁶⁰ the name of a bank on its cover. This book creates independence, it gives a young man standing, it fills him with⁸⁰ vigor,

it stimulates him with proper energy. In fact, it brings to him the best part of any success¹⁰⁰—happiness and contentment. Saving is the first principle of success. (112)—Adapted from "The Key"

Anticipating Departure

(Junior O.G.A. Test for May)

Dear Gail:

I can see where life in the country will not be just gazing at moonbeams, and that the man back of the plow²⁰ really earns what he eats. My gray matter is still fluid, and your Dad can bank on my doing my share of the⁴⁰ work. I'm not easily discouraged, and I shall not back down. I will be there with "bells" on following the close of⁶⁰ school. This should give you time to get ready for your trip. Should I bring along any special tackle, or do you supply⁸⁰ your guests with "zoot suits" for shoeing chickens to their coops?

So long now,

Jack (93)

Challenge Your Neighbors To a Typing Contest

*A suggestion suitable
for competition in any
skill subject.*

OUT here in Wyoming, where the distances are long, there is not much opportunity for competition between schools in commercial contests. While I am not a particular advocate of contests, I do believe that they have certain values. Here's what we are doing about it, and possibly other schools in the same circumstances may be able to do something similar.

Rawlins, a town 125 miles from Green River, has a business department in the high school comparable in size to ours at Green River. Mr. Roland Rothenberger, the head of the department at Rawlins, and I agreed to the following procedure:

1. Each school chooses ten beginning typewriting students and ten advanced typewriting students from all the classes.

- a. These students are numbered one to ten, respectively, according to ability as measured by a pretesting program.

2. On a set date each month the same 10-minute timed test is given to the students in the beginning classes and a 15-minute timed test is given to the advanced classes in each school.

3. These tests are then numbered one through ten according to the student's assigned numbers.

4. Papers are then collected and mailed at once to the other school, to be checked as follows:

- a. Rawlins No. 1 checks Green River No. 1,

and Rawlins No. 2 checks Green River No. 2, and so on.

- b. International Rules are used in checking, with one exception. We allow the students to turn their papers into the machine far enough to secure them with the paper clamps before starting a page.

5. After the tests are checked and the gross and net words are determined, the results are mailed to the other school, to compare scores. The outcome of the monthly contests is determined as follows:

- a. If Rawlins No. 1 paper has a higher net-word-a-minute score than the Green River No. 1 paper, Rawlins wins. If the Green River No. 1 paper has a higher net-word-a-minute score than Rawlins No. 2 paper, Green River wins, and so on.

- b. Total wins and losses determine the results of the monthly contest.

Mr. Rothenberger and I have concluded that the use of this device is valuable in that it stimulates interest in development of speed and accuracy in our classes, it causes slower students to work toward being in the competing group, and it gives the teacher an opportunity to make a comparison of the work being done in his classes with that in the other schools.

We believe this a worth-while project and would welcome any suggestions or criticisms that others may care to offer.—A. H. Hemkin, Lincoln High School, Green River, Wyoming